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AUTHOR Betts, John Lee
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ABSTRACT

This analysis of national leadership and service organizations (NL/SO's) lists and describes 26 NL/SO's that provide professional development, networking, and advancement opportunities for the nation's community colleges. Part 1 provides introductory comments on the external forces affecting community colleges, and the internal and external resources supporting NL/SO's. This section also presents information on a survey of 139 community colleges regarding the NL/SO's with which they were affiliated. The survey revealed that nine different organizations were affiliated with at least 27 colleges (40% of those responding), and that the American Association of Community and Junior Colleges (AACJC), the Association of Community College Trustees (ACCT), the League for Innovation in the Community College, and the National Institute for Staff and Organizational Development (NISOD) were mentioned by 54% of the respondents. Part 2 contains a guide to mission, programs, and activities of the 26 NL/SO's serving associate-degree colleges. AACJC, ACCT, the League for Innovation in the Community College, NISOD, and the Phi Theta Kappa Society are described first, followed by descriptions of six organizations that serve both two- and four-year institutions. This section concludes with brief descriptions of other NL/SO's with defined constituencies, an international focus, a focus on staff and institutional development, or that are based at universities. Part 3 describes the benefits of NL/SO's, provides guidelines for their use in human resource development, and offers conclusions and recommendations. Appendixes include descriptions of AACJC-affiliated councils and university-based higher education programs, survey instruments, and a list of respondents. (JMC)

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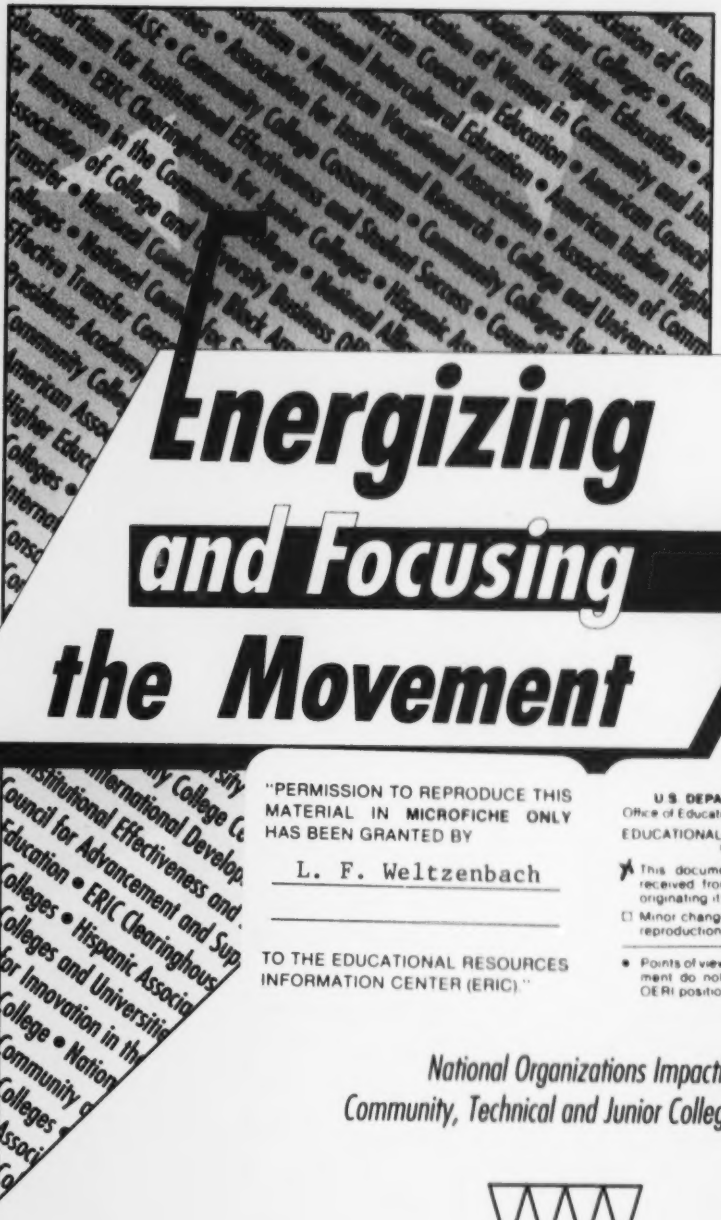

# Energizing and Focusing the Movement

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*National Organizations Impacting Community, Technical and Junior Colleges*

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**Lee John Betts**
**College and University Personnel Association**

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# Energizing and Focusing the Movement

National Organizations Impacting Community, Technical and Junior Colleges: A Guidebook for Human Resource Development

by

Lee John Betts

**College and University Personnel Association**

The College and University Personnel Association (CUPA) is an international network of more than 5,000 human resource professionals representing more than 1,500 colleges and universities. Through regular and special publications and studies, CUPA works to keep its members informed of the latest legal, legislative, and regulatory developments affecting personnel administration, as well as trends and innovative policies and practices in the field. Services include a semimonthly newsletter, a journal, an annual convention, regional meetings, and seminars on timely topics of special interest to the human resources profession. For further information on books of related interest or for a catalog of CUPA publications, contact CUPA at the address below.

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# Foreword

This compilation and analysis of community college service and leadership organizations could not come at a better time, for the two-year college segment has grown faster than any other sector of higher education. These institutions educate fully one-third of the students in American higher education and employ over one-third of the faculty in American colleges and universities. It is clear that community, technical and junior colleges have become a vital segment in the strata of higher education, meeting the rapidly changing needs of the population.

Two-year institutions have been more affected by demographic changes than any other segment of postsecondary education. The enormous wave of immigration that occurred in the 1970s brought more than 11.5 million newcomers, of whom 95 percent were from Latin and Asian countries. And the Immigration Reform and Control Act (IRCA) allowed for the addition of up to 2.5 million permanent residents to the American population, most of them in need of English language instruction, and many of them unable to read or write in their native languages. At the same time, state and national interest in better preparing students for transfer to a four-year institution or for the workplace has posed the challenge of carefully assessing program effectiveness and accountability.

Assisting the colleges in meeting these changing needs are the service organizations and leadership programs described by Lee Betts in the following pages. These valuable resources assist faculty and administrators alike, providing a wide range of staff development and educational opportunities.

As the colleges strive to diversify their staffs and curriculum, while maintaining quality as they prepare students for the future, these organizations provide a host of suggestions, challenges and examples to guide the colleges. Because of their flexibility, two-year institutions have demonstrated over the years a capacity to absorb larger and larger numbers of students and provide them with the basic skills or career or general education they need, all at a cost far below that of the baccalaureate-degree granting institutions. A major reason for their success lies in the assistance provided by the educational training and development programs provided by the organizations listed in this book.

This book, then, serves the important function of bringing together within a single volume a listing of these important national leadership and service organizations. It is, therefore, a valuable resource to two-year college educators, alerting them to the many varied forms of assistance available as they continue to plan and work to meet the numerous challenges that lie ahead. In addition, this volume also provides a valuable tool for four-year institutions by making clear the scope and depth of the two-year college movement in America.

Leslie Koltai, Director
Community College Studies Program, UCLA
Chancellor Emeritus
Los Angeles Community College District

# Preface

This is a book about human resource and organizational development. At first glance it may not appear to be, but it is. The organizations described in the following chapters provide the primary external resources available to colleges in developing comprehensive and effective human resource development and organizational development programs.

More than 100 national education organizations, councils and university programs provide leadership and service to America's 1,200 community, technical and junior colleges; 88 are described in this book. Associate degree-granting colleges on average affiliate with nine of these national organizations, investing more than $10,000 per college in membership dues, conference and workshop registrations and associated travel expenses. These national organizations provide professional development, networking and advancement opportunities for thousands of persons annually. Through their programs, activities and publications they are continually energizing, focusing and enriching our nation's colleges.

What do you as a college trustee, president, administrator, instructor or student know about these organizations? Which organizations can help you as a professional, and your college as an institution, attain major goals for the future? In times of reduced financial resources is your college questioning the relevance and value of continuing affiliation with certain organizations? Do the benefits seem to justify the cost? This book is intended to help readers answer these questions and a great many more.

The purpose of this book is to assist trustees, administrators, faculty,

students and other higher education professionals understand more clearly the nature and value of those national organizations which provide leadership and service for America's 1,200 community, technical and junior colleges. In the following pages the author attempts to identify and describe these organizations, the clientele they serve, and the primary functions and activities they provide. A summary/analysis is included of a survey of nearly 100 college leaders, trustees, presidents, and other administrators, assessing the extent and value of their college's affiliation with these organizations.

To begin, nothing like this publication exists. The reasons for undertaking this project emerge from curiosity and a sense of frustration. Nowhere have I been able to find in a single publication an extensive description or analysis of the many organizations which have emerged to serve associate degree-granting institutions.

Second, it is essential that busy college trustees, administrators, faculty and other educational decision makers—as well as graduate students preparing for careers in community, technical and junior colleges—have information available about the many organizations which collaborate and sometimes compete to serve these institutions. When basic information is scattered and unorganized, it cannot be utilized effectively and efficiently.

Finally, this study grew out of my own need to identify and understand the resources available to me and my college. Each year I seemed to discover the identity of a new organization which had emerged to serve community colleges. My frustration in trying to identify the key persons, addresses and basic information about these organizations became annoying. I would say, "Why doesn't somebody study what is happening and pull some basic information together?" One day I thought, "Why not me?"

There is a more personal reason for my interest in these organizations. Prior to becoming a community college president in 1980, I had spent approximately nine years on the staffs of two national educational organizations—the American Association of Community and Junior Colleges and the ACCTion Consortium (now defunct). They were exciting years during which I visited over 200 different collegiate institutions providing technical assistance to a great variety of colleges. I have seen the association world from both sides and am aware of its limitations and biases as well as its unique strengths and catalytic potential. I hope, the 12 years invested in college administration and the nine years in association employment have provided me with a somewhat balanced perspective on the impact of national organizations on our colleges.

Information for this study has come from a variety of sources, primarily a series of survey instruments submitted to over 200 different persons and

organizations.

The more I have pursued this study, the more I have realized that much more could be added or elaborated upon to increase the value of this monograph. At some point, however, an author must draw the line and proceed to synthesize what has been learned. This publication is submitted as an initial effort in a new area of study. Hopefully, it will encourage additional studies related to these organizations.

# Acknowledgements

This book has involved the work of many people. From research design to formulating conclusions, numerous colleagues and friends have assisted and facilitated the task. I apologize to any person who has provided guidance and assistance with this project whose name has been inadvertently omitted.

Those who responded to the three survey questionnaires which supplied the basic information for this study must be acknowledged first. Sixty-nine community college leaders, 29 university professors and 28 administrative officers of educational associations have provided the data which made this publication possible. Their thoughtful and thorough responses form the basis for all conclusions and recommendations. In this regard, appreciation is extended to the executive secretaries and administrative assistants who assisted in gathering and transmitting information.

More than a dozen contributing authors have enhanced this publication with essays which appear in the chapters entitled, "Extolling Their Virtues" and "Guidelines for Using National Organizations for College Human Resource and Organizational/Development Programs." Brenda Beckman, Raul Cardenas, Phyllis Hamilton, Larry Leach, Judith Levings, Joseph McDonald, Anne Mulder, Wayne Newton, Connie Odems, Rod Risley, Nancy Rosasco, Suanne Roueche, Thomas Thomas and Larry Tyree have each shared individual experiences, valuable perspectives and informed insights. Their professional titles and the institutions or organizations they represent are listed above their articles in Chapters VI and VII.

Special appreciation is extended to Dale Parnell, former President, and Connie Odems, Vice President of Professional Services, American Association of Community and Junior Colleges; David Viar, former Executive Director, and Ray Taylor, Executive Director, Association of Community College Trustees; Terry O'Banion, Executive Director, and Don Doucette, Associate Director, League for Innovation in the Community College; John Roueche, Professor and Director, Community College Leadership Program and Suanne Roueche, Director, National Institute for Staff and Organizational Development, both at the University of Texas at Austin. Each provided valuable advice and assistance with this study, particularly during its initial stages. Suanne also provided an invaluable editorial review of the final draft.

Several of my colleagues at Frederick Community College provided significant guidance and encouragement along the way. Phyllis Hamilton, Associate Professor of Humanities, Jon Larson, Dean of Institutional Services and Richard Yankosky, Professor of Computer Information Systems, spent many hours reviewing and critiquing manuscript drafts. Matt Kelly, Director of Institutional Research, has provided valuable research assistance. Appreciation is also extended to Jim Palmer, Associate Director, Center for Community College Education, George Mason University, VA, who reviewed the manuscript, providing valuable suggestions, and Jon Betts, my son, who designed the cover.

The superb efforts of my colleagues, Wilma Woodfield, Administrative Assistant, and Sally Pearl, Secretary, must be acknowledged especially. Both invested countless hours during the past 12 months preparing and mailing survey questionnaires, typing and revising drafts and preparing the final draft for publication. More than any other persons, their contributions have been invaluable.

Finally, I extend sincere appreciation to the College and University Personnel Association (CUPA) for publishing *Energizing and Focusing the Movement*. Daniel Julius, Vice President for Publications and Research, has continually encouraged this effort and guided its progress. Lourie Reichenberg, Director of Communications and Research, and other CUPA staff have competently handled all publication details.

Ultimately, I am indebted to the Frederick Community College Board of Trustees for allowing me the opportunity to invest a portion of my professional time in serving the broad community, technical and junior college movement.

As the primary author, I acknowledge that responsibility for style and content is mine. The omission of any organization should not be considered as implying a judgement about its value or significance. It may result solely

from ignorance or inadequate information sources.

Finally, it must be emphasized that the author intends this publication to be descriptive in nature. Nothing in the text should be construed to imply a judgement or assessment about the value of any particular organization. There is no one organization which can meet all of the needs of all community, technical or junior colleges. An organization which is of great value to one college may have little or no value to another. Each college and each professional must determine which organization(s) will provide the most valuable services to that individual and his or her college. Readers will find this publication of value in choosing and using national organizations to benefit and enrich their professional goals and the mission and goals of the institutions they serve.

It should be noted that throughout this publication the author will refer occasionally to the universe of community, technical and junior colleges as "community colleges" for purposes of simplicity. With few exceptions, whenever the term, community colleges, is used, it refers to all types of associate degree-granting institutions.

# Contributors

- Brenda Marshall Beckman is Associate Director, League for Innovation in the Community College, Laguna Hills, CA.
- Raul Cardenas is President, South Mountain Community College, Phoenix, AZ.
- Phyllis Hamilton is Associate Professor, English, Frederick Community College, Frederick, MD.
- Leslie Koltai is Director, Community College Studies Program, UCLA, Chancellor Emeritus, Los Angeles Community Colleges, CA.
- Larry Leach is an Academic All-American Phi Theta Kappa student and alumnus of Sinclair Community College, Dayton, OH.
- Judith Levings is an Academic All-American Phi Theta Kappa student and alumna of Moberly Area Community College, MO.
- Joseph McDonald is President of Salish Kootenai College, Pablo, MT.
- Anne Mulder is President of Lake Michigan College, Benton Harbor, MI.

- Wayne Newton is a Trustee of Kirkwood Community College, Cedar Rapids, IA.

- Connie Odems is Vice President of Professional Services, American Association of Community and Junior Colleges, Washington, DC.

- Rod Risley is Executive Director, Phi Theta Kappa Society, Jackson, MS.

- Nancy Rosasco is a Trustee at Yosemite Community College District, Modesto, CA.

- Suanne D. Roueche is Director of the National Institute for Staff and Organizational Development at The University of Texas at Austin, TX.

- Thomas K. Thomas is President of Illinois Central College, E. Peoria, IL.

- Larry Tyree is President of Santa Fe Community College, Gainesville, FL.

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# Biographical Sketch

Lee John Betts is president of Frederick Community College, Frederick, MD. Prior to this experience he served as president of Muscatine Community College, Iowa, and, concurrently, as a vice chancellor of the Eastern Iowa Community College district.

Nine years of professional experience in community college national organizations were divided between the American Association of Community and Junior Colleges (AACJC) and the ACCTion Consortium. He served as the founding director of the Student Development ACCTion Center, Hesston, KS, and was the primary AACJC staff person supporting the development of the Servicemembers Opportunity College (SOC) program.

Interspersed within his career were stints as an adjunct professor at the University of Iowa; presidential intern at Santa Fe Junior College (FL), acting admissions director at George Mason University (VA); and experiences as a church pastor, hospital and prison chaplain affiliated with the Presbyterian Church. Born and raised in New Jersey, he has lived and worked in 11 states and Prince Edward Island, Canada. Previous publications include numerous articles and brochures, a monograph entitled "Veterans on Campus" and the first SOC catalog of participating collegiate institutions.

He received his B.A. in the Social Sciences from Houghton College (NY), his Ed.M. in counseling from Florida Atlantic University and his Ed.D. in Higher Education Administration from the University of Florida.

# Part One

# Introduction and National Survey Analysis

**Chapter I:** Introduction and Executive Summary

**Chapter II:** Survey on National Leadership/Service Organizations (NL/SOs): A Summary and Analysis

# I

# Introduction and Executive Summary

Within the past four decades one component of America's educational system has overcome its "last chance" image and overwhelmed its detractors' denunciations with unparalleled growth in enrollment, public recognition and respect and an emerging reputation for flexibility, responsiveness and dedication to the teaching/learning task. This component is a diverse, some might even say, motley collage of public and private, urban and rural, technical and transfer-oriented institutions which continually look for new opportunities to serve their local communities, especially those citizens who are least prepared for academic success. This educational component is frequently referred to by adherents as the community, technical and junior college movement.

From among their leaders emanates an evangelistic fervor to reach and serve the "neglected majority" within our nation. These institutions provide access and opportunity to minority populations, older adults, new Americans, displaced workers and homemakers. They respond promptly to the varying needs of business, industry and governmental agencies with state-of-the-art training. They frequently have set the pace in academic assessment, developmental education and literacy training. Beyond these accomplishments, they provide quality education at a reasonable cost to both students and taxpayers.

In 1991, over six million credit students and at least as many non-credit students enrolled in community, technical and junior colleges. These colleges continue to be the most dynamic and fastest growing segment in

American postsecondary education.

Where does this dynamic originate? What are the reasons behind the energy and innovative quest of these colleges? What is behind their singular success?

Speculation might lead to many conclusions: their community-based philosophy, their visionary leaders, their dedicated faculties, their focus on teaching and learning. All of these conclusions may be valid in part. They are derived by analysis of what, within these institutions, is unique and purposeful.

## External Forces Impacting Community Colleges

However, the answer might also be found, in part, by looking at those external forces which impact "the movement." Certainly, the amount of financial support cannot be cited as a major factor. The percentage of financial support to these institutions from both public and private sources has consistently lagged behind that provided to public and private four-year colleges and universities.

But there are other external forces which have influenced the movement in recent decades. These forces also have been growing in size and number. They are the local, regional and national organizations which provide leadership and service to community, technical and junior colleges. There are literally dozens of such organizations which are continually energizing and focusing the movement. For purposes of convenience these national leadership/service organizations will be referred to frequently as NL/SOs.

This publication focuses on those many national organizations which provide leadership and service to community colleges. Although recognizing that these colleges are influenced significantly by state and regional organizations—such as, state community college associations, state community college trustee associations and regional accrediting associations—in order to delimit this study to manageable proportions, this study is limited to national organizations.

Those organizations chosen for inclusion in Chapters III, IV and V were with few exceptions among those listed by respondents to the survey questionnaire described in Chapter II. NL/SOs described in this monograph are those dealing with the organization, management and overall purpose of community, technical and community colleges as institutions. Disciplinary-based organizations—such as the American Mathematical Association of Two-Year Colleges and the National Council of Teachers of English—are not covered.

The influence of the NL/SOs described in this publication is reflected in the reputation of many of their leaders. When individuals familiar with

community, technical and junior colleges think of those persons who have significantly impacted this movement, certain names come to mind. Among those names would be included Edmund J. Gleazer, Jr., and Dale Parnell, American Association of Community and Junior Colleges; B. Lamar Johnson and Terry O'Banion, League for Innovation in the Community College; William Meardy, Association of Community College Trustees; Margaret Mosal and Rod Risley, Phi Theta Kappa; John and Suanne Roueche, Community College Leadership Program, The University of Texas at Austin. Each of these persons has provided exceptional leadership to and through national leadership/service organizations.

This monograph attempts to provide for the first time a systematic description and analysis of most of these national organizations. It is directed to all persons who play a vital role in these institutions—trustees, presidents, faculty, other administrators and staff and student leaders. It provides useful information and opportunity for program analysis to all those affiliated with national leadership/service organizations.

Many who are affiliated with senior colleges and universities will also find the information and analysis regarding these organizations of interest and relevance to them, particularly in gaining a better understanding of organizational forces impacting higher education. Understanding the external forces impacting community, technical and junior colleges may assist those outside the movement to perceive more of the essence and elan which drives its emerging future.

## Significant Resources Support National Organizations

Any author seeking to describe the various national leadership/service organizations would be remiss not to mention the significant human and organizational resources which support and stimulate each of these NL/SOs.

### *Internal Resources*

No organization could exist without the active involvement of numerous member-volunteers. They provide leadership, formulate policies, attend and present at assemblies, conferences and workshops and contribute to publications. They promote, critique and recommend new directions. Without the active participation of numerous member-volunteers from participating colleges in a variety of activities, these organizations would accomplish little of value. Member-volunteers are the essential life-blood of every organization.

### *External Resources*

Three primary external groups provide vital resources for NL/SOs:

foundations, corporations and federal agencies. Not only do these external organizations reduce membership costs through their financial support, but they also stimulate new directions and innovation in community college education. Their influence has become increasingly significant.

More than a dozen foundations provide support and direction to a variety of NL/SOs. Prominent among them are the W. K. Kellogg Foundation, Pew Charitable Trusts, The Ford Foundation, McArthur Foundation and the Sid W. Richardson Foundation.

The W. K. Kellogg Foundation deserves special mention for its pioneering, extensive and continuing support to community, technical and junior colleges through program initiatives provided by national organizations which Kellogg has funded. Since 1958, Kellogg has provided 145 grants to NL/SOs and individual colleges for a total of almost $40 million. Projects funded have included the AACJC Beacon Colleges program and the Kellogg Leadership Project sponsored jointly by the League for Innovation and the Community College Leadership Program at The University of Texas at Austin. Its most seminal investment was the funding of 10 university-based programs which provided graduate level training for several hundred Kellogg Fellows. Many fellows became community college presidents, administrators and professors in university-based community college leadership programs. Numerous individual community colleges also have received grants from Kellogg for special programs.

In recent years an increasing number of corporations with a strong interest in advancing the quality of American education have invested their support in programs sponsored by national education organizations. Numerous federal agencies provide a third component in this external supporting network. In addition to the Department of Education, many other federal agencies provide program support where their priorities intersect with the goals of national organizations.

As we move toward the year 2000, the role of foundations, corporations and federal agencies will become increasingly important in expanding and shaping the programs, services and agendas of these national organizations.

## Chapter Summaries

The following paragraphs attempt to summarize the essential information included in this publication.

*Part One: Introduction and National Survey Analysis*

Chapter II presents information on a survey of national organizations serving community, technical and junior colleges. Approximately 69 community college leaders (50% of those surveyed) responded to the

lengthy survey questionnaire. They each listed the NL/SOs which provide leadership and service to their colleges and prioritized the NL/SOs by their importance to their colleges. Subsequent questions elicited further information about both the quality and extent of services provided by these organizations.

The designer of the research study was surprised to observe the variety and extent of NL/SOs with which survey respondents' colleges had affiliated. More than 80% of respondents rated the overall value of all NL/SOs to their colleges as significant or very significant. Nearly 50 NL/SOs were listed by two or more respondents (see Table 1).

*Part Two: A Guide to NL/SOs Serving Community, Technical and Junior Colleges*

In Chapters III, IV and V descriptive information is provided on numerous national organizations which provide programs and services primarily or exclusively for community, technical and junior colleges. The information was solicited through a second survey instrument sent to these organizations. Each organization's purposes, major programs, activities and publications are summarized and sources for obtaining additional information are located at each chapter's conclusion.

*Part Three: Organizations and Their Role in Human Resource Development*

Chapter VI provides testimonials from a variety of outstanding community college trustees, administrators, faculty and students commenting about the value of many of these organizations to them and their institutions. Chapter VII presents guidelines for using NL/SOs to develop and improve college human resource and organizational development programs. Characteristics of effective programs are summarized. Several contributors provide practical suggestions for determining which organizations to join and how to get the most benefit from national organizations.

The final chapter, Chapter VIII, presents the author's conclusions and recommendations. Emphasis is given to the impact of the recession on institutional participation in these organizations and the need for greater collaboration among NL/SOs.

## Appendices

The information in the appendices may be as important to many readers as the material in the text. Appendix A provides a brief summary provided by the Council for the Advancement and Support of Education of several NL/SOs serving community colleges which also include senior colleges and

universities among their constituencies. Appendix B provides descriptive material provided by the American Association of Community and Junior Colleges regarding AACJC councils. Appendix C provides information on approximately 30 university-based higher education programs serving community, technical and junior colleges. Subsequent appendices provide copies of survey forms used (Appendix D) and names of respondents to the initial survey (Appendix E). A topical index is included for the reader's convenience.

All in all, this monograph is intended to provide the reader with a rich variety of information concerning more than four dozen national organizations which energize and focus this nation's community, technical and junior colleges. It is designed to serve as a resource document for the nearly 200,000 people who govern, lead, manage, teach, and in many different ways, enhance and support these colleges and their missions.

# II

# Survey on National Leadership/Service Organizations (NL/SOs): A Summary and Analysis

Community, junior and technical colleges receive guidance, stimulus, leadership and technical assistance from a variety of organizations. As community-based colleges they are influenced significantly by local and state organizations and agencies. In addition, numerous national and regional organizations have emerged to provide leadership, technical assistance and services to these institutions. This chapter describes a study which focused on national leadership/service organizations (NL/SOs) serving community colleges.

The primary purpose of this study was to gather information about national leadership/service organizations: their identity, their perceived value and the extent of institutional affiliation and utilization of their services. This chapter presents a brief description of the study and its methodology, a summary of responses and major findings of the study.

## Methodology

During the summer of 1990 a survey (see Appendix A) was designed and distributed to selected professional staff at 139 community, junior and technical colleges in the United States. The key questions this survey endeavored to address were:

- With which national leadership/service organizations have community, junior and technical colleges affiliated?
- How have these colleges utilized NL/SO programs and services?

- How do community college professionals evaluate the value of these NL/SOs and their services to their institutions?

The survey was sent to two different groups of community, junior and technical college professionals. The first group consisted of presidents at 62 randomly selected community, junior and technical colleges; 32 presidents (52%) from 24 states responded. The average enrollment at responding institutions was 4,600 students. It was assumed that college presidents were in the best position to gather appropriate data and address the survey questions.

The second group selected for the survey consisted of 77 community college professionals and trustees who had served in leadership roles in various NL/SOs or who had been recognized by one or more of these organizations as leaders with national stature. Among those "leaders" invited to respond to the survey were recent past chairs/presidents of the following organizations: American Association of Community and Junior Colleges (AACJC), Association of Community College Trustees (ACCT), COMBASE, Commission on Independent Colleges (CIC), Commission on Small/Rural Community Colleges (CS/RCC), American Association of Women in Community and Junior Colleges (AAWCJC), National Community College Hispanic Council (NCCHIC), National Council on Black American Affairs (NCBAA), and the Presidents Academy. Also invited to respond were the 1989 chairs of all AACJC councils, consortia, and commissions, randomly selected presidents of member institutions of the League for Innovation in the Community College and "blue chip" presidents listed in a recent study by Roueche, Baker and Rose.[1] Thirty-seven "leaders" (48%) responded to the questionnaire, including 22 presidents (60%), eight trustees (21%), and seven college administrators (19%) who were not CEOs. The average enrollment at these responding institutions was 11,000. It was assumed that those who served in leadership positions in national leadership/service organizations might have different experiences and perspectives than a random sampling of college presidents.

Only persons directly affiliated with community, junior or technical colleges were surveyed because the survey was designed to obtain consumer responses. As with any survey, not all respondents answered all questions. However, information from all returned surveys which contained responses to the first question were included in the following summary analysis.

Responses were received from 69 of the 139 persons to whom surveys were sent. Fourteen responses were received from persons affiliated with colleges in the New England and Middle Atlantic states, 19 responses were received from persons in the Southeastern states, 10 from persons in the

Midwestern states east of the Mississippi River, 16 from persons in the Midwestern states west of the Mississippi (including Texas) and 10 from persons in Western states.

## Major Findings

The preliminary analysis produced five major sets of findings which are related to the survey questions.

The first set of findings is related to survey question one which asked respondents to list and rank all NL/SOs providing significant leadership or valuable service to their colleges.

- *The most significant finding was that community, junior and technical colleges were affiliated with a very diverse and extensive number of National Leadership/Service Organizations.* Respondents listed an average of nine different NL/SOs with which their colleges had affiliated. No college listed less than three NL/SOs; several colleges affiliated with as many as 15. Over 48 different NL/SOs provided assistance to at least two of the 69 different colleges responding to this national survey. Nine different organizations were affiliated with at least 27 colleges (40% of those responding).

- *Four organizations and the regional accrediting associations were mentioned by more than half (54%) of the responding colleges as having provided significant leadership or service to their colleges.* These organizations were the American Association of Community and Junior Colleges (AACJC), the Association of Community College Trustees (ACCT), the League for Innovation in the Community College and the National Institute for Staff and Organizational Development (NISOD) in combination with the Community College Leadership Program at The University of Texas. Sixty-six respondents (96% of total) listed one of these five organizations as the most significant or valuable leadership service organization for their colleges.

- *AACJC was the only organization listed by all 69 respondents.* Sixty-four percent of all respondents indicated that AACJC provided the most significant leadership/service to their colleges. Organizations affiliated with AACJC, such as the Presidents Academy, the American Association of Women in Community and Junior Colleges and the National Council for Resource Development were also mentioned by numerous respondents. A total of 66 respondents (96%) rated AACJC

as one of the four most significant or valuable National Leadership/ Service Organizations for their colleges.

- *Many other organizations having a broader educational clientele were listed frequently.* Among the most frequently mentioned NL/SOs serving a broader clientele were the regional accrediting associations, American Council on Education (ACE), College and University Personnel Association (CUPA), Council for Advancement and Support of Education (CASE), American College Testing Program (ACT), National Association of College and University Business Officers (NACUBO), and the American Vocational Association (AVA). Nevertheless, when asked to identify the NL/SO providing the most significant leadership/service to their colleges, only one respondent indicated an organization that served a broader clientele. All other respondents indicated an organization whose primary or exclusive focus was toward community, junior or technical colleges.

- *Frequency of listing by respondents did not necessarily indicate the value of an organization to an individual college.* For instance, although the National Association of Independent Junior Colleges and the American Indian Higher Education Consortium were listed only by four and two respondents respectively, each was listed by at least one college as their most significant or valuable NL/SO. As might be expected, the unique characteristics of certain colleges led them to affiliate with certain types of organizations. For example, colleges with a strong technical focus often affiliated with organizations similar to the American Vocational Association, while independent colleges generally affiliated with organizations serving the interests of independent colleges. (See Table 1.)

The second set of findings related to survey questions two, three and four, which asked respondents about those organizations they had ranked as their top four NL/SOs in providing significant national leadership and services to their institutions during recent years. Respondents were asked:

1. What was the extent of their institution's participation in these NL/SOs?

- *Extent of Institutional Participation.* Respondents generally indicated that their colleges participated in a wide range of activities and services sponsored by their top-ranked National Leadership/Service Organizations ranging from annual conferences to publications and research

activities. In general, the higher an organization was ranked by a respondent, the more extensively the activities and services of that organization were utilized by the respondents' colleges.

2. How did they perceive the value of various organizational characteristics?

- *Perceived Value of Top Ranked Organizations.* Generally, respondents rated the value of their four top ranked NL/SOs to their colleges as high or very high, particularly in organizational characteristics such as vision and vitality.

3. How had institutional involvement changed during the last decade?

- *Change in Institutional Involvement.* Most respondents (65%) indicated that their institution's involvement in their four top ranked NL/SOs was greater in 1990 than it had been in 1980. Furthermore, many respondents (30%) indicated that their institution's involvement was much greater in 1990 than in 1980, especially with their top ranked NL/SO. In contrast, only one percent of respondents indicated that their institution's involvement was less in 1990 than it had been in 1980.

The third finding is related to question six which addressed individual college affiliation with AACJC councils, consortia or commissions. *Almost all respondents indicated that their colleges were affiliated with several AACJC councils.* Most frequently mentioned councils were the American Association of Women in Community and Junior Colleges (AAWCJC) and the National Council for Resource Development (NCRD). However, the majority of AACJC councils were listed numerous times by respondents. Respondents who indicated AACJC council affiliation listed an average of seven councils/consortia/commissions with which their colleges were affiliated. (See Table 2.)

*Overall Value.* The fourth finding is related to question five which asked respondents to rate the overall value to their institutions of all national leadership/service organizations with which their colleges affiliated. Over 80% of all respondents rated the overall value of all NL/SOs to their college as significant or very significant. Coincidentally, the percentage for both the random sampling of presidents and selected "leaders" groups was exactly the same. (See Table 3.)

The fifth finding is related to question eight which asked respondents to

list major national and international policy issues which they believed needed further attention by NL/SOs. Fifty-eight respondents (28 leaders, 30 random presidents) listed an average of three major issues deserving further emphasis.

*National Priorities.* Human resource development was the most frequently mentioned national policy issue needing greater emphasis. Despite the fact that the primary programming emphasis of many national organizations was professional development, the largest number of respondents (14) listed human resource or professional development issues as needing greater attention. Leadership development and general staff development were mentioned with equal frequency.

Other issues mentioned frequently by respondents included: diversity/minority concerns (11), federal relations and federal funding (10), student financial assistance (10), economic development and training (9), and issues relating to program quality, accountability and effectiveness (9).

It was interesting that retention, a major area of concern a decade ago, was listed by only one respondent. Survey responses were received prior to the fall of 1990 when many states reported significant deficits which resulted in numerous budget cuts at community colleges. Had the survey been administered six months later it is probable that funding issues would have ranked higher.

The following paragraph contains a selection of comments listed by respondents on major national policy issues needing attention:

> "Training for faculty and administrators in preparation for the kind of leadership needed for the year 2000... The role of community colleges in providing access to minorities. . . Educating lawmakers at the national level to the value and necessity for community colleges. . . Assessment of institutional effectiveness in general... Preparing the work force for the 90s... Assessment of transfer effectiveness... State level support for community colleges... Literacy/competency of the 'neglected minority.,.. Expanded financial aid for students... Greater federal funds for two-year colleges... Excessive federal requirements and regulations." (See Table 4.)

*International Priorities.* Another portion of question eight asked respondents to list international issues needing greater attention or emphasis by NL/SOs. The responses were less extensive and rather general in nature. However, the following international issues were mentioned by two or more respondents.

- Internationalizing the curriculum
- Community college role in teaching global/economic interdependency
- Student/faculty exchanges
- World environmental problems
- Foreign language emphasis

## Comparison Between Presidents' and Leaders' Responses

As previously mentioned, the survey was sent to two different groups of people. One group (presidents) consisted of presidents at 62 randomly selected community, junior and technical colleges. The second group (leaders) consisted of 77 community, junior and technical college professionals and trustees who had served in leadership roles in various NL/SOs.

Although the assumption was made that there would be significant differences between the responses from these two groups, it was surprising how similar they were in most of their responses. In fact, 80 percent of both groups indicated an overall value of "significant" or "very significant" for NL/SOs with which their colleges were affiliated.

There were, however, several significant differences between the groups. Presidents represented colleges with much lower enrollments than the colleges of the leaders selected. Sixty percent of responding leaders came from colleges with enrollments above 10,000. More than half of responding presidents were employed by colleges with enrollments below 2,500. It should be added that a small percentage of responses were received from independent junior colleges and institutions with less than 1,000 credit students.

Because the average size of the presidents' colleges was less than half of the average size of the leaders' institutions, there were several other differences. The average random institutions affiliated with fewer NL/SOs and AACJC councils and participated in fewer NL/SO sponsored activities than the average leader colleges.

The type of NL/SO the two groups affiliated with also differed. Random respondents were more likely to have listed NISOD, the regional accrediting associations and the AACJC Presidents Academy as NL/SOs with which their colleges were affiliated. By contrast, leaders were more likely to have listed the League for Innovation in the Community College, Phi Theta Kappa and many of the broad-based NL/SOs, such as, CASE, NACUBO and ACT among the organizations with which their colleges were affiliated. (See Table 5.)

Overall, respondents' colleges participated in a great variety of NL/SOs and considered their programs and services of value to their institutions.

Because many smaller colleges and independent junior colleges did not respond to the survey, it may be assumed that their affiliations with NL/SOs may not have been as extensive or considered as valuable. However, it could as easily be assumed that they did not have time to respond.

## A Problem of Definition

A major problem in this survey's design related to the identification of national leadership/service organizations. A current compendium of these organizations or any consensus in discussion with professional colleagues on which organizations should be included and which excluded was unavailable. Decisions had to be made regarding several important issues. Should the study include only organizations having a nationwide membership or affiliation? How should nationwide be defined? Should the study exclude the North Central Association with member colleges in approximately 20 states stretching from Arizona to West Virginia because it is a "regional" association? If so, should the study also exclude the League for Innovation in the Community College whose primary membership was located in fewer states than NCA's membership?

A decision was made to side-step the issue and let each respondent identify those organizations he or she believed were NL/SOs. Given the exploratory nature of this study, it was assumed that this procedure would result in the broadest possible identification of these organizations. To stimulate thinking, an extensive list of possible organizations was provided with the surveys when mailed.

In the survey results, 37 respondents (54%) listed regional accrediting associations among their lists of national leadership/service organizations while 28 respondents (41%) listed various state associations. Perhaps many respondents defined NL/SOs as organizations relating to national issues regardless of the geographical extensiveness of their membership or clientele. Others may have chosen to include state and regional organizations which provided leadership and services similar to or as valuable as NL/SOs with a more extensive national membership base.

## Notes

[1] Roueche, John E., George A. Baker, III, Robert R. Rose. 1989. *Shared Vision: Transformational Leadership in American Community Colleges*. Washington, D.C.: The Community College Press.

## Table 1

### Organizational Affiliations of Respondents' Colleges

(Responses to Question One)

Total Responses: 69
Numbers in parentheses indicate
(leaders/random sample) responses

| Organizations | Total | Highest Significance | High Significance |
|---|---|---|---|
| 1) American Association of Community & Junior Colleges (AACJC) | 69 (37/32) | 44 (22/22) | 22 (15/7) |
| (X) NISOD & CCLP-Univ. of Texas combined | 44 (20/24) | 10 (4/6) | 26 (16/10) |
| 2) Association of Community College Trustees (ACCT) | 47 (24/23) | 3 (2/1) | 27 (15/12) |
| 3) Regional accrediting associations | 37 (16/21) | 4 (1/3) | 22 (10/12) |
| 3) League for Innovation in the Community College (League) | 37 (25/12) | 5 (5/0) | 12 (4/8) |
| 5) National Institute for Staff & Organizational Development at Univ. of Texas (NISOD) | 32 (14/18) | 6 (3/3) | 17 (10/7) |
| 6) State associations relating to community colleges | 28 (14/14) | 6 (2/4) | 11 (4/7) |
| 6) The Presidents Academy (Academy) | 28 (12/16) | 0 (0/0) | 11 (5/6) |
| 6) American Council on Education (ACE) | 28 (15/13) | 0 (0/0) | 10 (4/6) |
| 9) Council for Advancement & Support of Education (CASE) | 27 (16/11) | 0 (0/0) | 9 (5/4) |
| 10) American College Testing Program (ACT) | 20 (12/8) | 1 (0/1) | 4 (2/2) |
| 10) Community College Leadership Program-Univ. of Texas (CCLP) | 20 (11/9) | 4 (1/3) | 10 (7/3) |
| 12) Phi Theta Kappa (PTK) | 16 (12/4) | 0 (0/0) | 4 (4/0) |
| 13) ERIC Clearinghouse for Community Colleges (ERIC-UCLA) | 15 (7/8) | 0 (0/0) | 2 (1/1) |
| 14) National Assoc. College & Univ. Business Officers (NACUBO) | 14 (9/5) | 0 (0/0) | 4 (2/2) |
| 15) American Vocational Association (AVA) | 12 (7/5) | 0 (0/0) | 2 (1/1) |

Other Organizations Mentioned by Four or More Respondents

National Council for Resource Development (NCRD) (9), COMBASE (8), CCLP-University of Michigan/Community CollegeConsortium (7), AACJC Councils (7), The College Board (7), Harvard Management Seminars (7), Association for Institutional Research (AIR) (5), American Association of Women in Community & Junior Colleges (AAWCJC) (4), Community Colleges for International Development (CCID) (4), College and University Personnel Association (CUPA) (4), National Effective Transfer Consortium (NETC) (4), National Council for Staff, Program and Organizational Development (NCSPOD) (4), National Council of Independent Junior Colleges (4), American Council on International Intercultural Education (4).

Other Organizations Mentioned by Two or Three Respondents

American Assoc. for Higher Education (AAHE), Association of Governing Boards (AGB), American Indian Higher Education Consortium, Aspen Institute, Association of Independent Colleges, Community College Satellite Network, Education Commission of the States, International Intercultural Consortium (I/IC), National Alliance of Community and Technical Colleges, National Association for Foreign Student Affairs (NAFSA), National Assoc. of Student Personnel Administrators (NASPA), Student Success Consortium and the following Community College Leadership Programs: University of Arkansas, University of Florida, Florida State University, North Carolina State University, Teachers College/Columbia University, University of Iowa.

**Table 2**

## AACJC Councils/Consortia Involvement

(Question 6)

| Councils/Consortia/Commissions | Colleges Indicating Affiliation Total (leaders/presidents) |
|---|---|
| A. American Association of Women in Community & Junior Colleges (AAWCJC) | 36 (20/16) |
| B. Community College Humanities Association (CCHA) | 19 (10/9) |
| C. Council of Two-Year Colleges of Four-Year Institutions (CTCFI) | 2 (2/0) |
| D. National Community College Hispanic Council (NCCHC) | 7 (7/0) |
| E. National Council on Black American Affairs (NCBAA) | 21 (14/7) |
| F. National Council of Community College Business Officers (NCCCBO) | 22 (15/7) |
| G. National Council for Marketing & Public Relations (NCMPR) | 19 (12/7) |
| H. National Council on Community Services & Continuing Education (NCCSCE) | 23 (15/8) |
| I. National Council of Instructional Administrators (NCIA) | 19 (11/8) |
| J. National Council for Occupational Education (NCOE) | 20 (12/8) |
| K. National Council for Research & Planning (NCRP) | 13 (9/4) |
| L. National Council for Resource Development (NCRD) | 34 (16/18) |
| M. National Council for Staff, Program & Organizational Development (NCSPOD) | 23 (13/10) |
| N. National Council of State Directors of Community/Junior Colleges (NCSDCJC) | 2 (2/0) |
| O. National Council on Student Development (NCSD) | 15 (11/4) |
| P. Council of Universities and Colleges (CUC) | 3 (3/0) |
| Q. International Intercultural Consortium (IIC) | 15 (10/5) |
| R. Instructional Telecommunications Consortium (ITC) | 16 (11/5) |
| S. Consortium on Advanced Technology Centers (ATC) | 5 (5/0) |
| T. Commission on Independent Colleges (CIC) | 3 (3/0) |
| U. Commission on Small/Rural Community Colleges (CS/RCC) | 10 (2/8) |
| V. Commission on Urban Community Colleges (CUCC) | 7 (5/2) |
| W. Joint Commission on Federal Relations (JCFR) | 14 (7/7) |
| TOTAL | 348 (215/133) |

**Table 3**

## Overall Value of NL/SOs

(Question 5)

| Value to College | Number | Percentage |
|---|---|---|
| Very significant value | 17 | 26 |
| Significant value | 34 | 54 |
| Moderate value | 11 | 18 |
| Occasional value | 2 | 2 |
| Little/no value | 0 | 0 |
| Totals | 64 | 100 |

**Table 4**

## Major National Policy Issues Needing Attention

(Question 8)

| Issues/Concerns | Leaders | Random | Total |
|---|---|---|---|
| 1. Human resource/professional development (General 5 - Leadership 6 - Staffing 3) | 8 | 6 | 14 |
| 2. Diversity/minority concerns | 6 | 5 | 11 |
| 3. Federal relations/funding | 5 | 5 | 10 |
| 3. Student financial assistance | 5 | 5 | 10 |
| 5. Economic development and training | 4 | 5 | 9 |
| 5. Quality, accreditation, effectiveness | 2 | 7 | 9 |
| 7. Transfer facilitation/college articulation | 4 | 3 | 7 |
| 8. Funding (general and state) | 2 | 4 | 6 |
| 8. Promoting our image and reputation | 2 | 4 | 6 |
| 8. Planning for change and the future | 2 | 4 | 6 |
| 11. Technical education emphasis | 2 | 2 | 4 |
| 11. Excessive paperwork and bureaucracy | 1 | 3 | 4 |

Other Issues Mentioned

Adult students, collaboration, child care, environment, independent colleges, literacy, public school articulation, research data, tribal colleges, updating instruction.

**Table 5**

## Selected Comparisons: Presidents/Leaders Responses

| Data Descriptions | Randomly Selected Presidents | Selected College Leaders | Totals |
|---|---|---|---|
| • Number of responses | | | |
| • Comprehensive colleges | 28 | 30 | 58 |
| • Technical colleges | 3 | 4 | 7 |
| • Independent colleges | 1 | 3 | 4 |
| • All colleges | 32 | 37 | 69 |
| • Average college headcount enrollment | 4,600 | 11,000 | 8,000 |
| • College enrollment ≥ 2,500 | 15 | 9 | 24 |
| • College enrollment ≤ 10,000 | 2 | 18 | 20 |
| • Number of states represented | 24 | 22 | 32 |
| • Average number NL/SOs affiliated with responding colleges | — | — | 9 |
| • Average number NL/SO activities participated in by colleges | 3.4 | 4.2 | 3.8 |
| • More involvement in NL/SOs by colleges in 1990 than in 1980 | 57% | 72% | 65% |
| • Average number of AACJC councils with which colleges affiliated | 5.8 | 6.9 | 6.4 |
| • Colleges indicating overall value of NL/SOs as significant or very significant | 80% | 80% | 80% |
| • Average NL/SO leadership positions held by respondents | 2.6 | 3.5 | 3.0 |
| • Number of respondents with no NL/SO leadership positions | 11 | 2 | 13 |

States in which responding colleges are located: Alabama, Alaska, California, Colorado, Florida, Georgia, Hawaii, Illinois, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin.

# Part Two

# A Guide to National Leadership/Service Organizations Serving Community, Technical and Junior Colleges

**Chapter III:** Major National Leadership/Service Organizations Serving Community, Technical and Junior Colleges

**Chapter IV:** National Organizations Serving Two-Year and Four-Year Colleges and Universities

**Chapter V:** Other National Leadership/Service Organizations

# III

# Major National Leadership/ Service Organizations Serving Community, Technical and Junior Colleges

The purpose of Chapters III, IV and V is to present descriptive information about the mission, programs and activities of 26 national leadership/service organizations (NL/SOs) serving associate degree colleges. A description of how this information was obtained will be of interest to readers.

Following the analysis of the survey responses described in the preceding chapter, more extensive research on many of these national organizations was conducted. Extensive inquiries led to the conclusion that there was no compendium in existence which listed all of these organizations and described their purposes and major programs and activities. It was difficult to obtain so much as an address for some organizations.

After analyzing the first survey described in Chapter II, two additional survey instruments were designed. (Copies of all survey questionnaires are located in Appendix D.) The second survey was sent to almost all NL/SOs which served primarily associate degree colleges and had been mentioned at least twice by respondents to the first survey. This second survey was also sent to several broad-based NL/SOs which served both associate degree and senior colleges and which had been mentioned frequently by the first survey's respondents.

AACJC Councils were not included in the second survey because they are satellites of a larger organization. Descriptions of the AACJC Councils are provided in Appendix B.

The information in Chapters III, IV and V was derived from the responses to this second survey. Virtually all NL/SOs surveyed responded

to the questionnaire, some more completely than others. In Chapters III and IV, eleven of the larger NL/SOs are described. An additional 15 organizations are described in Chapter V.

The organizations described in Chapter III —American Association of Community and Junior Colleges (AACJC), Association of Community College Trustees (ACCT), League for Innovation in the Community College, National Institute for Staff and Organizational Development (NISOD) and Phi Theta Kappa—appear to be the major national leadership/service organizations which provide services primarily to community, technical and junior colleges. Each of these organizations has an annual budget in excess of $1 million, at least four professional staff and several hundred community college member affiliates. They include the four NL/SOs receiving the highest rankings in terms of the value of their programs and services to respondents' colleges in the original survey. Because of the size of their staff and funding support, they provide an extensive variety of programs and services to their membership.

The third and final survey questionnaire was designed to obtain descriptive information on university-based higher education programs providing programs and services for community, technical and junior college professionals. Thirty institutions responded. A summary of their responses forms the basis of Appendix C.

The following five organizations focus their programs and services almost entirely on community, technical and junior colleges. Although their membership and constituencies overlap, each organization tends to have a predominant constituency. AACJC focuses its programs on college administrators. ACCT emphasizes board member services. NISOD's programming relates primarily to faculty and administrators who influence and manage the teaching/learning process. Phi Theta Kappa provides programs for students. The League for Innovation has two constituencies: (1) 18 primary member institutions to which it provides a variety of programs for virtually all professional staff, and (2) over 500 institutions which participate in its leadership development activities. Brief descriptions of these organizations, their programs, activities and publications follow.

## American Association of Community and Junior Colleges

Seeking to increase public understanding of and appreciation for community, junior and technical colleges, the American Association of Community and Junior Colleges (AACJC) is the primary national and international advocate for these institutions. Founded in 1920 as the American Association of Junior Colleges (AAJC), the association revised

its name to reflect the community-based philosophy of many of its public institutions while maintaining its historic relationship with independent, junior colleges.

In the recent study summarized in earlier chapters, AACJC was the only organization listed by all 69 respondents as providing significant leadership and valuable services to their colleges. Despite the emergence during the past 20 years of many other national leadership/service organizations providing services to community colleges, AACJC maintains its leadership role as the most comprehensive association whose primary constituency is community, technical and junior colleges.

The Washington, D.C.-based organization is the only organization representing community, junior and technical college interests among the more than 30 associations in the Washington Higher Education Secretariat. It is one of the six presidentially based associations that represent, in their membership base, all accredited colleges and universities.

Member colleges benefit from AACJC's networks and partnerships with government agencies, foundations, businesses, labor organizations, voluntary associations, congressional committees, educational organizations and AACJC's numerous affiliate councils, commissions and consortia. Through its publications and communications services the association serves as a primary information agency to and about community, junior and technical colleges.

A staff of approximately 40 provides a wide variety of services to the more than 1,100 member institutions. As an institutionally based association it is governed by a board of 31 elected persons, primarily college CEOs. Of the 31 board members, six are selected from among affiliate councils.

*Programs and Activities*

The American Association of Community and Junior Colleges, and the colleges represented by the association, serve the broad public interest by providing access to quality higher education for millions of individuals. A primary function of AACJC is to help identify that broad public interest and assist member colleges in responding to its demands by developing a Public Policy Agenda, which outlines the goals of the association for the coming year.

Each year's public policy agenda is designed to help member institutions prepare for some of the challenges facing them and the nation in the immediate future. To illustrate, the 1990 agenda includes six goals: (1) launching a national Minority Education Initiative; (2) developing a new generation of community college leaders; (3) devising accountability standards to help measure a college's effectiveness; (4) helping to develop a

national human resource development strategy; (5) promoting international/intercultural understanding; and (6) bolstering federal and legislative policies that impact community, technical and junior colleges.

During the course of the year, a number of activities (workshops, projects, collaborations, publications) are implemented to attain each goal.

*Annual Convention*: Each Spring approximately 4,000 community college professionals attend the largest higher education convention sponsored in the nation. The convention features nationally recognized speakers, hundreds of workshops and other activities designed to showcase exemplary practices and to provide networking opportunities. Several pre-conference activities attract additional participants. Many international educators attend the annual conference sponsored by the AACJC affiliate American Council on International/Intercultural Education which immediately precedes the AACJC convention. The convention also attracts over 100 exhibitors representing numerous commercial products and services.

*Congressional/Federal Advocacy*: In cooperation with the Association of Community College Trustees (ACCT), AACJC provides an active federal relations program which is guided by a Joint Commission on Federal Relations with members appointed by each association. Working with colleagues in other associations the commission and staff have favorably influenced many legislative proposals over the years. The Federal Relations office is an advocate for community, technical and junior college perspectives, not only on Capitol Hill, but also among federal agencies.

*Communications Services*: News, information, research and opinion are gathered and disseminated in several publications, including the *Community, Technical and Junior College Times* (a bi-weekly newspaper), the bimonthly *Community, Technical and Junior College Journal*, the *AACJC Letter* (a monthly newsletter) and numerous other publications and directories. The association also co-sponsors Community College Month with other organizations.

*Community College Satellite Network (CCSN)*: The CCSN offers a wide variety of satellite programming and technical assistance to its members. It broadcasts monthly information programs, distributes instructional materials and transmits satellite programing sponsored by affiliate groups and member colleges.

Numerous AACJC projects are sponsored in concert with a wide range of organizations and are funded by numerous foundations, corporations and governmental agencies. Among these projects are the Beacon Colleges Project, which aids consortia of colleges implementing Futures Commission recommendations through exemplary programs; the Advancing Humanities Project, which showcases exemplary humanities programs; the

Rural College Partnership Project, which sponsors workplace literacy issues, and Substance Abuse Education/Training Initiatives. AACJC is also developing a Minority Education Initiative under the guidance of a blue ribbon commission.

*Councils, Commissions and Consortia*: These affiliate groups, initiated in the decade of the 70s, have greatly expanded association activities, involvement and influence. Nearly 20 councils provide opportunities for persons with common interests and purpose to unite to learn, develop, plan and initiate action. Many councils are organized around professional interests, such as the National Council for Resource Development and the Community Colleges Humanities Association. Others attract persons with common heritage or advocacy interest, such as the American Association of Women in Community and Junior Colleges and the National Community College Hispanic Council. Brief descriptions of AACJC councils are located in Appendix B.

Commissions are appointed by the AACJC Board to provide advice and counsel on targeted areas, such as federal relations, minority education improvement, independent colleges, small/rural colleges and urban colleges. Active programs originate from these commissions. Three consortia focus on advanced technology centers, telecommunications and institutional effectiveness and student success.

The association provides numerous other activities and services to its members including workshops, data and research and several discount programs. The AACJC Presidents Academy is described separately in this publication. International services are also provided to member colleges.

*Major Conventions, Conferences and Workshops*

- Annual Convention (spring)
- Presidents Academy Workshop (summer)
- Professional Administrators Development Institute (PADI) (summer).

*Publications*

- *The AACJC Letter*
- *The Community, Technical and Junior College Journal*
- *The Community, Technical and Junior College Times.*

*Membership*

Open to regionally accredited colleges which offer the Associate Degree as one of their major degrees. Fees vary with size of the institution. Associate memberships are also available for individuals, foundations and corporations.

## Association of Community College Trustees

Established in 1972, the Washington, D.C.-based Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards of public community, technical and junior colleges. Its primary purpose is to strengthen lay citizen governance of community colleges and address related public policy issues.

Through its services, ACCT seeks to help trustees provide visionary, responsible, sensitive and accountable education policy leadership. Community college boards serving nearly 800 institutions, representing two-thirds of all associate degree granting institutions, hold membership in ACCT. Approximately 14 persons provide staff services to members.

The association is governed by a nationally representative board of 26 community college trustees elected from five different regions of the United States and Canada. ACCT works closely with state associations and local boards of trustees in planning meetings, programs and presentations tailored to local and regional needs.

*Programs and Activities*

The activities and programs are responsive to the primary functions of the association and include trustee development, advocacy of the governing board perspective at the federal level, local board assistance, promotion of the role of community colleges and educational leadership.

*Annual Convention and Regional Seminars*: Each Fall the association sponsors a national convention attracting 2,000 trustees, presidents and other community college staff. Included on the program are outstanding speakers, sessions of importance to trustees, and information sessions on how boards across the country are coping with current challenges. In the Spring and early Summer, ACCT offers seminars in five regions which focus on topics of special regional concern.

*Trustee Education Recognition Program*: By taking advantage of structured programs at national and state conferences, trustees can enhance their knowledge and skills through a three-level educational program, each leading to a certificate of achievement.

*Congressional/Federal Advocacy*: In cooperation with AACJC, the Association of Community College Trustees provides a federal relations program staffed by three professionals whose program and activities are guided by the Joint Commission on Federal Relations. The Federal Relations Program works closely with other national educational associations based in Washington, D.C., to advocate common causes and concerns.

In recent years this office has been instrumental in influencing legislation which has widened the doors of opportunity for students and provided

program support for hundreds of community, junior and technical colleges. The National Legislative Seminar is sponsored annually each February in Washington, D.C. by ACCT, providing the opportunity for trustees to learn about and influence pending legislation.

*Board Services*: Among services available to local boards are the Chief Executive Search program which assists boards in the selection of a chief executive and the Interim President Placement service which locates interim CEOs until a presidential search is completed. ACCT also provides Retreat Facilitation and Safety Group Insurance services.

For approximately 10 years, ACCT sponsored the ACCTion Consortium, a nationwide consortium of 150 two-year colleges which provided technical assistance in four major program areas: instruction, student development, resource development and community services. The ACCTion Consortium, established in 1975, was funded by a major Title III grant from the U.S. Office of Education.

*Major Conferences*

- National Convention (held in the Fall for all trustees)
- Regional Seminars (annual events held during the Spring in five regions)
- National Legislative Seminar held each February.

*Publications*

- *Trustee Quarterly*
- *Advisor* (bimonthly)
- Numerous topical publications.

*Membership*

Governing boards of two-year postsecondary institutions pay membership fees ranging from $545 to $2,185 depending on enrollment. Associate memberships are also available to associations, organizations, individuals and others. Individual lifetime memberships may also be purchased.

## League for Innovation in the Community College

The League for Innovation in the Community College, a non-profit educational consortium founded in 1968, seeks to serve as a catalyst, project incubator and experimental laboratory for community colleges throughout the United States and Canada.

The League's 18 member districts include 46 public institutions in 14 states and Canada enrolling nearly 500,000 students. Its programs and

conferences are open to staff from all colleges, and its publications are disseminated to every community college in the United States and Canada. Several hundred colleges are affiliated with the League through the Community College Leadership Institute.

The League operates under the direction of an 18-member board of directors who are the chief executive officers of each member district. The national office is located in Laguna Hills, California.

*Programs and Activities*

The current activities of the League include, but are not limited to, major initiatives in (1) leadership development, with special emphasis on minorities and women; (2) computer applications; (3) teaching and learning; and (4) serving special clienteles with emphasis on underprepared students and older adults.

*Leadership Development*: In collaboration with The University of Texas at Austin, the League has established the Kellogg Leadership Project, a five-year project funded by the W. K. Kellogg Foundation to prepare future leaders for community colleges, with a special focus on women and minorities. A series of special conferences for community college leaders, which include the Executive Leadership Institute and Leadership 2000, are held annually. *Leadership Abstracts* is published twice monthly on major leadership issues in the community college and distributed to all community college presidents in the United States and Canada. The Community College Leadership Institute is designed to make leadership a continuing priority on the agenda of community colleges in North America and invites community colleges to join the League in helping to develop and explore this agenda. Expanding Leadership Diversity in Community Colleges is a five-year project initiated in 1990, also sponsored by the W.K. Kellogg Foundation, which assists the professional advancement of mid-level professionals of diverse ethnic and racial origins.

In cooperation with the American Association of Women in Community and Junior Colleges and the Maricopa Community Colleges, the League has sponsored the National Institute for Leadership Development (originally, Leaders for the Eighties) which has trained over 1,500 women for positions in management.

*Computer Applications*: Since 1971, the League has provided innovative leadership in the application of computers to improve teaching and learning and management in community colleges. Its major initiative, The Community College and the Computer, is a partnership between several major computer and computer-related corporations and League colleges that has resulted in a number of large-scale projects benefiting all commu-

nity colleges. Such projects include the Apple Community College Alliance, the IBM Technology Transfer Centers, and Project Synergy: Software Support for Underprepared Students. The initiative also includes an annual national conference on computers and the publication of a number of monographs.

*Teaching and Learning*: The League sponsors the Community College Exchange Program under the direction of the Maricopa Community Colleges and special programs with IBM to develop software for basic skills, business and industry training, foreign language instruction and others. Educating for Global Responsibility is a program designed to help local community colleges address current issues in their communities that have international implications. In the Teaching Video Project, the League is collecting instructional approaches on video and plans to share these innovations with community colleges across the country.

*Special Clientele:* A number of League projects focus on improving opportunities for underprepared students. The League has published "A Statement on the Underprepared Student" which has been distributed by AACJC to all community colleges in the nation. In addition, the League has signed a three-year compact with the American Association of Retired Persons to help community colleges become centers for lifelong learning for older adults.

*Other Activities*: The League sponsors a number of other national conferences on topics of importance to community colleges and is committed to exploring projects on new and innovative issues relevant to the community college. It also coordinates a number of programs for students and staff from member colleges including the National Student Art Competition and Innovator of the Year award.

*Major Conferences & Institutes*

- Leadership 2000, an international leadership development conference offered each summer in cooperation with the CCLP at The University of Texas at Austin.
- Executive Leadership Institute, an annual, week-long experience for 30 potential college presidents.
- The Community College and the Computer, an annual conference offered each fall.

*Publications*

- *Leadership Abstracts* (semi-monthly)
- *Innovator* (quarterly)
- *Teletrends* (quarterly)
- Monographs and special reports.

*Membership*

All community colleges may join the Community College Leadership Institute for $500 per year. Membership includes reduced registration fees to the annual conferences. Membership in the League is by invitation and is currently limited to the present 18 members. Dues range from $4,000 to $6,000 per year.

## National Institute for Staff and Organizational Development/ Community College Leadership Program at The University of Texas at Austin

Founded in 1944, the Community College Leadership Program (CCLP), housed in the Department of Educational Administration in the College of Education at The University of Texas at Austin, is the nation's oldest and largest graduate program for community college administrators. In the NL/SO survey research described earlier in this publication, the CCLP at The University of Texas at Austin and its related program, the National Institute for Staff and Organizational Development (NISOD), were cited more frequently than any other university-based community college education program as providing valuable leadership and service to respondents' colleges.

Under the leadership of John E. Roueche, professor and director, the CCLP has produced more community college presidents and university professors with community college specialties than any other university program of its kind in the nation. During the past eight years the program has sponsored over $6 million in research and dissemination activities to improve teaching and learning in community colleges.

## NISOD

The National Institute for Staff and Organizational Development (NISOD) is an international consortium, with more than 600 institutions in its membership. It is housed in the Community College Leadership Program at The University of Texas at Austin.

Established in 1978 by initial grants from the W. K. Kellogg Foundation and the Fund for the Improvement of Postsecondary Education, NISOD is a consortium of colleges and universities that share a philosophical commitment to supporting excellence in teaching/learning settings. Primary support is currently provided by the W. K. Kellogg Foundation, the Sid W. Richardson Foundation and membership fees and services.

*Programs and Activities*

NISOD's activities and programs are based on the premise that teaching excellence is a result of concerned and focused leadership, increased awareness and use of adult learning principles and a profound commitment to knowing students.

The International Conference on Teaching Excellence and Conference of Administrators is held annually each May in Austin. Recognized experts in education, "master teachers," and the networks supporting them provide more than 150 presentations. Over 1,200 participants annually attend to share teaching strategies and celebrate excellence in education. The concurrent administrators' conference attracts several hundred middle- and upper-level administrators.

NISOD-member colleges also receive multiple copies of several publications. *Innovation Abstracts* are practical guide sheets, mailed weekly, which offer tips on successful teaching practices from across the country. The *Linkages* newsletter provides members the opportunity to share information about programs and instructional successes. And *Celebrations* features keynote presentations from NISOD-sponsored events.

NISOD also sponsors several activities with the CCLP and the League for Innovation in the Community College under the Kellogg Leadership Project, funded by the W. K. Kellogg Foundation, to prepare future leaders for community colleges—with a special focus on women and minorities. The project annually sponsors the Executive Leadership Institute and Leadership 2000.

*Major Conferences and Institutes*

- International Conference on Teaching Excellence and Conference of Administrators, held each May in Austin, Texas.
- Leadership 2000, an international leadership development conference offered each summer in cooperation with the League for Innovation in the Community College.
- Executive Leadership Institute, an annual, week-long experience for 30 potential college presidents.

*Publications*

- *Innovation Abstracts* (weekly, 30+ issues annually)
- *Linkages* (quarterly)
- *Celebrations* (occasional papers).

*Membership*

Current institutional membership is $600. Membership includes pub-

lications, services and reduced registration fees to the annual teaching conference.

## The Phi Theta Kappa Society

The Phi Theta Kappa Society, a national honor society organized in 1918, holds the distinction of being the oldest national organization providing services exclusively to community, junior and technical colleges. Under the leadership of Rod Risley, Executive Director, the society has grown to over 850 chapters enrolling 750,000 chapter members in 49 states. Staffing has tripled to nearly 20 in the past five years. Much of the growth is credited to a bylaw change admitting non-traditional and part-time students as members. Faculty advisors provide leadership to most chapters. The society also has a strong alumni program.

*Programs and Activities*

The society's programs are built around four primary principles: academic excellence in scholarship, leadership, fellowship and service.

The Phi Theta Kappa Annual Convention attracts 2500 students from around the nation to a variety of programs and workshops featuring nationally recognized speakers and experienced resource leaders. Video tapes of major convention speakers are available for those unable to attend. Chapters are recognized with awards for various achievements.

The Phi Theta Kappa International Honors Institute, limited to 350 students, orients students to the annual Honors Study Topic, usually held in late May. Many chapters have comprehensive Honors Programs built around the Honors Study Topic. The society emphasizes service to communities through its National Service Project, which this year focuses on the theme: "Civilization At Risk."

Leadership training has become a major emphasis. Phi Theta Kappa has recently designed an ambitious, 12-module leadership development program. Scholarships for transferring members are now available to encourage the completion of a baccalaureate degree.

Other programs include the Academic All American Team jointly sponsored with AACJC and *USA Today*, the Phi Theta Kappa Presidents Breakfast (at the AACJC Convention), the Adult Illiteracy Project and a new Humanities Initiative (all are collaborative efforts with other organizations).

*Major Activities*

- Annual Convention
- International Honors Institute.

*Major Publication*

- *3.5 Plus* (a quarterly magazine).

*Membership*

Chapter membership is available to regionally accredited institutions offering an Associate Degree. There is a one-time charter fee of $300 for colleges. Students pay a $25 one-time membership fee. Most chapters require student members to achieve a 3.5 GPA over at least 12 semester hours.

## Who to Contact

For further information on the organizations listed in this chapter:

American Association of Community and Junior Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202) 728-0200 FAX: (202) 833-2467
David Pierce, President

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 775-4667 FAX: (202) 223-1297
Ray Taylor, Executive Director

Community College Leadership Program
The University of Texas at Austin
EDB 348,
Austin, TX 78712-1293
(512) 471-7545 FAX: (512) 471-3434
John E. Roueche, Professor and Director
Sid W. Richardson Regents Chair

League for Innovation in the Community College
25431 Cabot Road, Suite 204
Laguna Hills, CA 92653
(714) 855-0710 FAX: (714) 855-6293
Terry O'Banion, Executive Director

National Institute for Staff and Organizational Development
The University of Texas at Austin
EDB 348, Austin, TX 78712-1293
(512) 471-7545 FAX: (512) 471-9426
Suanne D. Roueche, Director, NISOD

The Phi Theta Kappa Society
P.O. Box 13729
Jackson, MS 39236-3729
1-800-946-9995 FAX: (601) 957-2625
Rod A. Risley, Executive Director

# IV

# National Organizations Serving Two-Year and Four-Year Colleges and Universities

Survey respondents indicated that numerous national education organizations whose memberships included both associate degree granting institutions and senior colleges and universities provided valuable programs and services to their colleges. Among those most frequently mentioned were the American Council on Education (ACE), American College Testing Program (ACT), Council for Advancement and Support of Education (CASE), College and University Personnel Association (CUPA), The College Board and the National Association of College and University Business Officers (NACUBO). Each of these organizations, their programs and activities are described briefly in this chapter. Brief descriptions of other similar organizations, provided by CASE, are included in Appendix A.

Many of these organizations, such as the National Center for Academic Achievement and Transfer, an affiliate of the American Council on Education, have special programs and services of relevance to community, technical and junior colleges. An attempt has been made to focus on these programs and services.

## American Council on Education

The American Council on Education (ACE), founded in 1918, is the major representative organization in higher education, representing all accredited, degree-granting higher education institutions as well as national and regional education associations. Through ACE programs and services and its policy-setting functions, it strives to ensure quality higher education

and equal educational opportunity for all American citizens. By bringing together major constituent groups under a single umbrella, ACE works to provide the entire higher education community with a single voice on major issues.

The Washington Higher Education Secretariat, a forum for higher education to discuss issues of national importance, and the Action Committee for Higher Education, the public affairs arm of national efforts on student aid funding and related issues, are two of several groups convened by the council.

*Programs and Activities*

Among its many activities, the American Council on Education represents higher education in Washington, conducts research and analyzes data on American higher education, and assists colleges and universities in such areas as self-regulation, management and leadership, and minority and women's issues. It assists adult learners by reviewing and recommending academic credit for learning acquired through courses and training provided by the military, labor unions, businesses and other associations, and recommending appropriate academic credit.

The Division of Governmental Relations coordinates the efforts of the higher education community to represent the concerns of the nation's colleges and universities to the federal government.

An Annual Meeting which convenes in January brings together representatives from all types of higher education institutions to share programs and perspectives and listen to nationally recognized speakers. Numerous other conferences and workshops are sponsored by the association.

*Other Programs*: ACE sponsors a variety of special programs, including the Business-Higher Education Forum, which provides interchange among corporate and academic chief executives on mutual concerns; a project called HEATH (Higher Education and Adult Training for people with Handicaps); the Office of Women in Higher Education, which provide a focus on the advancement of women leaders; and the Office of Minorities in Higher Education which endeavors to improve minority educational and employment opportunities in higher education.

The Center for Leadership Development provides a variety of leadership development opportunities, including the ACE Fellows Program, the National Leadership Group, Presidential Seminars, the National Presidents' Study and the Department Leadership Program.

Of particular interest to associate degree colleges is the National Center for Academic Achievement and Transfer which is described more completely in the next chapter.

*ACE Publications*

- *Higher Education and National Affairs*, a national semi-monthly newsletter focusing on federal programs and legislation
- *Educational Record* which provides a platform for presenting ideas and information of importance to higher education
- The *ACE Research Brief* annual series presents relevant research information.

*Membership*

Over 300 associate degree granting colleges are included among the more than 1600 colleges and universities who are members of ACE. Dues range from $700-$10,500. Associations and corporations also hold membership in the association.

## American College Testing (ACT)

American College Testing (ACT) is an independent, not-for-profit organization that provides a variety of educational services to students, and their parents, high schools and colleges, and professional organizations, business, and governmental agencies. Founded in 1959, it was best known during the '60s for its standardized college admissions testing program. Today ACT offers services used in admissions, guidance, placement, financial aid, outcomes assessment, professional certification and licensure and other areas.

ACT is governed by those it serves through the ACT Corporation, which includes representatives from 36 states. The governance structure also includes a 15-member Board of Trustees.

*Programs and Activities*

A growing array of programs and services are provided by ACT's staff of approximately 800 persons.

Products and services designed for community colleges include:

- ASSET, a community college course placement, assessment, advising and retention system;
- CAAP, a program for assessment of outcomes designed for use following two years of general education;
- DISCOVER, a computer-based career and educational planning program;
- FFS, a federally approved need analysis document for applying for financial aid funds;

- SARA, comprehensive financial aid office management software;
- AllCalc and TelePell, financial aid software for microcomputers.

Community college research and consulting services also are available through regionally distributed professional staff.

*Collaborative Activities*

ACT has established a number of collaborative programs and services with other organizations. An Annual Student Development Leadership Colloquium is sponsored in cooperation with the National Council on Student Development (NCSD). Other collaborative programs include: Survey and Testing Practices (with AACJC), Computers in Community Colleges Conference (with the League for Innovation in the Community College) and Institutional Effectiveness and Outcomes Assessment at Community Colleges (with the National Council of Instructional Administrators and NCSD).

Proposed initiatives include annual profiles of students entering community colleges and profiles of retention experiences of community college students. Workkeys is a new service designed to provide direct tie-in between skills needed in the workplace and educational preparation. It is being developed in cooperation with AACJC, states, and business and industry.

*Membership*

There is no membership charge to community colleges to use ACT services. In those states which have an ACT state council, any community college may seek affiliation with the council. Interested institutions should contact their ACT regional office for further information.

## College and University Personnel Association

The College and University Personnel Association (CUPA) is a nonprofit membership organization representing nearly 6,000 human resource professionals employed by 1,600 colleges and universities throughout the nation.

Its primary goal is to assist its members to strengthen the effective management and development of human resources in higher education. CUPA members develop and apply their expertise to areas such as benefits, compensation, human resource information systems, labor relations, recruitment, and training and development.

*Programs and Activities*

These categories of services are provided by CUPA: publications and research, professional development and special services.

*Publications and Research*: Association membership is kept informed of current developments and practices in human resource administration through a semi-monthly newsletter (*CUPA News*) and a quarterly journal entitled, *CUPA Journal.* Annual compensation surveys provide salary data on more than 160 administrative, faculty and executive positions. CUPA also produces books, monographs and videotapes on specific topics.

*Professional Development*: The National Convention, the largest annual activity, attracts several hundred members who share experiences and information with colleagues. Workshops and seminars are led by recognized authorities and practitioners. During CUPA's National Seminar, held annually in Washington, DC, experts provide personnel professionals with training and up-dates on legal, legislative and managerial issues. Topical workshops and seminars are offered on subjects ranging from benefits administration to sexual harassment.

*Special Services*: A variety of programs provide members with information for individualized needs. CUPA's Benefits Information Service delivers current data on benefits administration. The National Advisor Network helps members network with experts in eight management areas. Persons achieving excellence in the profession are presented Professional Recognition Awards. The CUPA Foundation advances the human resource profession by funding fellowships and internships for minorities and women and underwriting scholarly research.

*Membership*

Institutional memberships are available to higher education institutions recognized by the Department of Education and involved in either the academic or research function. Dues are based on an institution's annual operating budget and range from $175 to $1,150. Corporate and Associate memberships are available for companies and non-profit education organizations such as libraries, foundations and consortia.

## Council for Advancement and Support of Education

In 1974, the American Alumni Council (founded in 1913) and the American College Public Relations Association (founded in 1917) merged to become the Council for Advancement and Support of Education (CASE).

Over 3,000 colleges, universities, independent elementary and secondary schools, subscribers and educational associates in more than 20 coun-

tries are affiliated with CASE. Representing the member institutions are more than 14,000 individual professionals, including alumni administrators, educational fund raisers, publications and public relations specialists, government relations officers and student recruiters.

CASE is organized into eight geographic districts in North America and is governed by a Board of Trustees of 33 members. The CASE staff is composed of approximately 70 individuals.

*Programs and Activities*

CASE's more than 100 annual programs are directed both to individual professionals and member institutions.

Major programs include the Annual Assembly, providing advancement professionals an international forum in which to examine major issues. District conferences and special conferences offer members the opportunity to share ideas, techniques and strategies and to gain specialized skills and knowledge about specific advancement areas. Summer Institutes offer comprehensive five-day training programs in various areas, including alumni administration, educational fund raising, communications, and student recruitment.

*Publications and Other Services*: CASE's magazine, *CURRENTS*, contains articles on education, how-to information and news about CASE people and programs. Other publications include the *CASE Membership Directory and Resources*, a catalog describing CASE publications. Additional services include on-campus workshops, a national clearinghouse for corporate matching gift information, recognition and awards programs and program audit services.

*Public Affairs Services*: CASE helps strengthen public understanding and support for higher education through joint activities that include National Higher Education Week, issues papers and senior forums on topics such as crime on campus, cost-containment, and student alcohol and drug abuse; opinion surveys; and government relations programs.

The Commission on Two-Year Institutions, made up of representatives from all eight geographic districts, works in an advisory capacity with CASE staff to develop and implement special programs and projects.

*Membership*

Open to all non-profit higher education institutions. Currently, two-year institutions' annual membership fees range from approximately $707 to $1,820 according to enrollment. All staff members at member institutions may attend CASE workshops and conferences at the member fee. Other memberships are available for non-profit organizations and commercial firms.

## National Association of College and University Business Officers (NACUBO)

NACUBO is the primary association for those involved in the financial administration and management of higher education. A 19-member Board of Directors meets quarterly to establish policy and direction for NACUBO. The board is assisted by 12 advisory committees composed of over 115 member volunteers.

*Programs and Activities*

The association provides a variety of services and programs to its 2,100 member colleges and universities through a staff of 45 persons.

Publications received by members include *Business Officer*, a monthly news magazine on higher education management, Special Action Reports on fast-breaking issues affecting higher education, Advisory Reports on trends and developments and the NACUBO Membership Directory. Each year NACUBO publishes six to ten new books and monographs relevant to college business officers.

Numerous professional development workshops are sponsored at various locations throughout the year. Recent topics have included Accounting Roundtable, Benefits in Higher Education, Endowment Management, Law Institute for Business Officers and Student Loan Management and Collections. Some workshops are jointly sponsored by other organizations, such as CUPA, NASFAA, and The College Board.

Other services provided by NACUBO include an information exchange program that responds to questions and problems regarding college and university management, a circulating library that lends operating and procedures manuals, awards programs that acknowledge innovative ideas and outstanding contributions to financial management and an annual meeting where members discuss national issues and share professional experiences and ideas. NACUBO also testifies before Congress on higher education legislation.

*Membership*

An accredited college or university becomes a regular member of NACUBO by first joining one of the four regional associations of college and university business officers. Dues for institutional members are based on enrollment and current funds expenditures. Provisional, associate, subscriber and affiliate memberships are available for other types of institutions such as libraries, museums, foundations and for-profit organizations. Regular membership dues range from approximately $420 to $3,000; regional association dues range from $50 to $120.

## The College Board

The College Board is a non-profit membership corporation committed to maintaining academic standards and broadening access to higher education. Over 2,700 members include colleges and universities, secondary schools and education associations and agencies. Representatives of the members elect the Board of Trustees and serve on committees and councils that advise The College Board on the guidance and placement, testing and assessment and financial aid services it provides to students and educational institutions.

*Programs and Activities*

Through its staff of more than 300 persons, The College Board sponsors a variety of programs and services for its member institutions under the guidance of a system of advisory committees, councils and assemblies.

Student Aid: The College Scholarship Service Council (CSSC) provides oversight for a financial aid delivery system which guides the distribution of over $27 billion a year in student financial aid.

College-Level Services: The Council on College-Level Services develops computerized placement tests, including the College-Level Examination Program (CLEP), the Multiple Assessment Programs and Services (MAPS), Computerized Placement Tests (CPTs) and the Advanced Placement Program. These services provide colleges with the means by which students can demonstrate academic achievement at the college level.

The Scholastic Aptitude Test (SAT) remains a primary assessment instrument among institutions with selective admission requirements. The College Board is exploring ways to make the SAT more useful to a broader, more diverse segment of college-bound students.

The College Board National Forum convenes each fall to consider the role of education in achieving national goals, especially those relating to student achievement.

Other services and programs include guidance publications, public policy studies on postsecondary finance, adult learning services, information campaigns for under-represented populations and curriculum development. The Office of International Education, located in Washington, D.C., assists prospective students and scholars overseas to improve their knowledge of, and access to, U.S. higher education. An Advisory Panel on Minority Concerns assists the Board in its goal to increase minority participation in higher education.

Publications include *The College Board Review*, *Memo to Members* and the official *Membership Handbook and Directory*.

*Membership*

Composed of accredited institutions and organizations engaged in or serving secondary and higher education. Annual membership dues are $150.

## Who To Contact

For further information on organizations listed in this chapter:

American College Testing (ACT)
Career Planning Services
2201 North Dodge Street
Iowa City, IA 52243
(319) 327-1000 FAX: (319) 337-1551
Richard Ferguson, President

American Council on Education
One Dupont Circle, NW, Suite 800
Washington, DC 20036
(202) 939-9300 FAX: (202) 833-4760
Robert H. Atwell, President

The College Board
45 Columbus Avenue
New York, NY 10023-6992
(212) 713-8000 FAX: (212) 713-8282
Donald M. Stewart, President

College and University Personnel Association
1233 Twentieth Street NW, Suite 503
Washington, DC 20036
(202) 429-0311 FAX: (202) 429-0149
Richard C. Creal, Executive Director

Council for Advancement and Support of Education
11 Dupont Circle, Suite 400
Washington, DC 20036
(202) 328-5900
Peter McE. Buchanan, President
Judy Grace, Director of Research, Liaison to Two-Year Institutions

National Association of College and University Business Officers
One Dupont Circle, NW, Suite 500
Washington, DC 20036
(202) 861-2500 FAX: (202) 861-2583
Caspa L. Harris, Jr., President
Phyllis R. Forbes, Vice President

# V

# Other National Leadership/ Service Organizations

In preceding chapters the larger national education organizations serving community, technical and junior colleges were described. This chapter presents brief descriptions of other similar, generally smaller organizations in terms of funding and/or staff support. They vary significantly and tend to be more focused or specialized in their programs, activities and clientele than are the larger organizations. With two exceptions their clientele consists primarily or exclusively of community, technical or junior colleges faculty, staff and students. Those exceptions, the Harvard University Management Institutes and the American Vocational Association, are included in this chapter because they are not included among the CASE descriptions in the appendices; yet, they were listed by several survey respondents as having significant value to their colleges.

The organizations in this chapter are listed under five general categories: (1) Defined Constituency Organizations, (2) International Focus Organizations, (3) Staff and Institutional Development Organizations, (4) Specialized Organizations, and (5) University-Based Community College Leadership Programs.

## Defined Constituency Organizations

The following organizations relate their programs and services to very specific constituencies: institutional chief executive officers, Native Americans, Hispanic Americans, colleges emphasizing technical curricula and independent junior colleges.

## AACJC Presidents Academy

Founded in 1975 by the AACJC Board to provide professional development programs for chief executive officers, the Presidents Academy program has grown significantly in recent years. The Academy is governed by a 13-member Executive Committee elected annually by the Academy membership. It was one of the most frequently mentioned NLSOs in the survey research described earlier in this publication.

*Programs and Activities*

One of the most popular professional development activities is the Presidents Academy Workshop held each summer in Vail, Colorado. Fifty presidents meet for seminars, discussion sessions and informal relaxation. Families participate in many activities. Prominent educational leaders facilitate these experiences.

Numerous Academy activities are scheduled in conjunction with the AACJC Annual Convention including a major forum, the annual meeting and a luncheon meeting recognizing retiring presidents. In recent years the Academy has sponsored a series of popular teleconferences with the Community College Satellite Network and a series entitled "Best Speeches/ Best Articles," in the AACJC Journal.

The Presidents Academy also sponsors regional professional development workshops and a special session for Presidents at the ACCT National Convention. Recently, the Academy has added a professional staff member to assist with professional development activities.

*Major Conference*

- Summer Professional Development Workshop (Vail, CO).

*Membership*

Chief executive officers of AACJC member institutions are automatically members of the Presidents Academy and may participate in all activities, including running for the Executive Committee.

## American Indian Higher Education Consortium

Although one of the smaller NL/SOs serving community colleges, the American Indian Higher Education Consortium has developed an ambitious program to serve colleges whose major constituency is Native-Americans. Established in 1972, the consortium was one of several which came into existence with funding support from Title III, Programs for Developing Institutions, Higher Education Act of 1965.

Significantly reduced in staffing from the '70s, AIHEC has maintained an active array of programs and services. Board officers elected annually from among tribal colleges guide the consortium and define its goals.

*Programs and Activities*

The Presidents Institute is a three-day summer training experience modeled after the Presidents Academy Workshop in Vail, CO. Each year three promising administrators attend the Harvard Management Institute under funding supplied by the telephone company, U.S. West. The Ford Foundation sponsors the Next Generation of Leaders Program which is modeled on the Expanding Leadership Diversity in Community Colleges program sponsored by the League for Innovation in the Community College.

Future program plans include a faculty development program, expansion of the Next Generation of Leaders program, a Middle College Initiative, and a "college without walls" offering the baccalaureate degree. Many of the consortium's activities are supported by the McArthur Foundation.

*Membership*

AIHEC membership is restricted to tribally established colleges whose boards have a majority of tribal members. A majority of students in these colleges must be members of federally recognized tribes. Member institutions must be accredited or making reasonable progress toward accreditation. Affiliate memberships are also available.

## American Indian College Fund

The American Indian College Fund, modeled after the United Negro College Fund, is a separately organized venture headquartered in New York City. Its primary goal is to raise money for scholarship endowment and general endowment for tribal colleges. In 1990, approximately $1,000,000 was raised.

## American Vocational Association

The American Vocational Association is a national individual membership organization for those with a strong interest in vocational-technical education and training. Over 40,000 members participate in the organization, formed in 1926, that serves teachers, administrators and students at both secondary and postsecondary institutions. Although AVA has 13 different divisions, many community and technical college educators affili-

ate with AVA's technical division. It is a major national resource for colleges whose primary curricular thrust is technical or career-oriented.

The association's "Program of Work" focuses on legislation, program development, organizational development and public information. Its primary goals emphasize long-range planning, policy development, leadership development, program improvement, membership services, financial growth and marketing vocational-technical education.

*Programs and Services*

*Annual Convention*: Thousands of educators annually attend the largest convention for vocational educators in the world. The state-of-the-art trade show provides opportunity to view the latest equipment and curriculum materials. AVA also sponsors regional conferences on topical issues.

*Publication*: *The Vocational Education Journal*, published eight times a year, provides regular features and keeps readers abreast of the latest thinking in the field, in the workplace and in the broader society, impacting career education.

National legislative action is provided through a strong staff in the Washington, D.C., area. AVA initiates and monitors legislation that impacts funding and programs for vocational-technical education.

Other services provided include low-cost insurance programs, state associations affiliation and the sponsorship of National Vocational Education Week.

*Membership*

Membership in the American Vocational Association is by individual rather than institution. A variety of membership options are available ranging from $10 (student) to $100 (direct). Membership privileges include 50% reduction in convention and conference registration fees.

## Hispanic Association of Colleges and Universities

The San Antonio-based Hispanic Association of Colleges and Universities (HACU) is a national organization dedicated to improving postsecondary educational opportunities for Hispanics.

The association's public policy goals include: targeting federal funds to Hispanic-serving institutions (HSIs) for strengthening academic programs, promoting the revision of federal financial aid policies, encouraging the implementation of federal programs that link HSIs with public school systems and community organizations, implementing career programs that promote the public sector hiring of Hispanic students and establishing

funded initiatives that facilitate the transfer of community college students to four-year institutions.

*Programs and Services*

HACU sponsors six conferences on a variety of Hispanic-related higher education topics at locations throughout the country. An annual meeting is held each September focusing on major themes in Hispanic higher education. In 1991, the annual meeting was held in San Juan, Puerto Rico.

*Publications*: A quarterly newsletter, *HACU News*, features news and information relevant to Hispanic higher education. A new research component is studying member institutions' strengths and needs.

Some of the association's 25 staff members work with HACU's Hispanic Student Success Program, funded by the Pew Charitable Trusts. The program focuses on drop-out prevention and college preparation in predominantly Hispanic San Antonio school districts.

In the Spring of 1991 the HACU opened a Washington office to monitor federal legislation and policy. Cesar Trimble, vice president of HACU, represents the association in Washington, D.C.

*Membership*

Membership is open to two-year and four-year public and private colleges with at least 25% Hispanic student enrollment. Currently, 48 community colleges in the continental United States and seven two-year colleges in Puerto Rico are eligible for HACU membership. Annual membership fees, which vary based on enrollment, range from $350-$850.

## National Council of Independent Junior Colleges

Established in 1969 to provide a clear national voice for the nation's non-profit, independent junior colleges, the National Council of Independent Junior Colleges (NCIJC) is the only organization whose sole constituency is private, independent junior colleges. Once a major segment among associate degree granting institutions, independent junior colleges diminished in number following World War II. The Council has attempted to provide common purpose and meaningful services to these diverse institutions. Until 1974, the Council shared offices and staff with AACJC.

*Programs and Activities*

NCIJC sponsors two annual meetings—one in February in conjunction with the annual meeting of the National Association of Independent Colleges and Universities (NAICU) and another in June. These meetings

address subjects relative to smaller colleges and independent junior colleges such as resource development, student recruitment and marketing. The Council also publishes quarterly the *NCIJC Newsletter*.

*Membership*

NCIJC is open to non-profit, private independent junior colleges offering associate degrees. Regional accreditation is not required. The 45 member institutions pay membership fees ranging from $90 to $360. Elizabeth Rocklin serves as administrative consultant to the Council and is located at the Association of Community College Trustees.

## International Focus Organizations

The following organizations provide information, assistance and support to community, technical and junior colleges interested in developing or expanding international programs and services. Although a council affiliate of AACJC, the American Council on International Intercultural Education is listed in this chapter as a convenience to readers because the scope and nature of its programming is similar to the Community Colleges for International Development, Inc. (CCID).

### American Council on International Intercultural Education

The American Council on International Intercultural Education is an affiliate council of AACJC which provides a variety of programs and services related to international education. The three-person office, located in the AACJC suite in Washington, D.C., provides regular communications with U.S. government agencies and departments, international educators and foreign government officials interested in American community, technical and junior colleges. It assists its membership with details on and contacts for funding opportunities and facilitates the dissemination of information on current developments at both the campus and national level.

*Programs and Services*

The American Council sponsors a Fall meeting for colleges focusing on funding opportunities in the area of international, intercultural education. The Annual Spring Conference, held immediately prior to the AACJC Convention, attracts educators from around the world, providing an update on international programs and activities.

Several collaborative activities have been conducted including the

Asian Studies Summer Institute, a Technical Conference in Israel and a Ugandan Scientific and Technical Training Conference. Consultation services on curriculum development, and increased collaboration with community college consortia are among initiatives under consideration.

*Membership*

Open to all AACJC institutional members for an annual fee (currently $589). Non-members may subscribe to *International Update* (newsletter) at $20 per year.

*Note: The American Council on International Intercultural Education has recently become a new affiliate council of AACJC. Although established in November 1990 as an outgrowth of AACJC's International Intercultural Consortium, its history dates back to 1975.*

## Community Colleges for International Development, Inc.

For the past 15 years, the Community Colleges for International Development, Inc. (CCID) has been a pace setter in assisting community, technical and junior colleges network with similar colleges overseas. Founded in 1976 under the leadership of Maxwell C. King, President of Brevard Community College, the organization has grown to include 49 colleges.

CCID has three major programmatic thrusts: (1) Technical assistance to other countries in developing mid-level manpower training and technical education; (2) Professional development for faculty through international study and exchange; and (3) Leadership in developing international programming at community colleges.

*Programs and Services*

CCID sponsors an annual conference on international education, for its members and other interested persons. Several technical training programs are underway in the Republic of Surinam and the Republic of China (Taiwan). Faculty exchanges have been arranged between member colleges and faculty at the Czechoslovakian Technical University and the Technical University of Budapest.

CCID is expanding activities in Eastern Europe, Central and South America. Faculty exchanges were offered with universities in Romania and Bulgaria for the 1991-1992 academic year. Contract training is being emphasized increasingly.

*Membership*

Interested colleges apply for affiliate membership to the CCID Board of Directors. Members are selected by the Board from CCID affiliates. Affiliate annual dues are $500. U.S. and Canadian community and technical colleges are eligible for membership.

## Staff and Institutional Development Organizations

The following national organizations also were listed by respondents as providing valuable services to their institutions. Each organization sponsors programs and services primarily designed to help colleges in the areas of faculty, staff and organizational development.

### COMBASE

The Cooperative for the Advancement of Community-Based Postsecondary Education (COMBASE) was established in 1974 when 10 community colleges joined together with a common interest in community-based education. Today, it is a voluntary consortium of approximately 50 colleges committed to sharing expertise and experience, as well as identifying, validating and employing exemplary practices in community-based, performance-oriented education. Although membership is institutional, not individual, the consortium emphasizes participation by each member college's chief executive officer and institutional team participation in activities. COMBASE is guided by a Board of Directors consisting of seven representatives from member colleges.

*Programs and Activities*

The primary activity sponsored by COMBASE is an annual Fall Conference which is hosted by one or more member colleges. Although the conference theme varies annually, the emphasis is always placed on community-based, performance-based education. Additional activities are scheduled in conjunction with the AACJC convention.

Publications: COMBASE distributes periodically the *COMBASE Newsletter*, which provides examples of exemplary programs from member colleges. One or more monographs are published annually on topics of interest to member institutions.

*Membership*

Colleges interested in joining COMBASE apply to the Board of Directors for membership. Currently, membership fees are $300 annually.

*Major Conference*

- Annual Fall Conference.

*Publications*

- *COMBASE Newsletter* and occasional monographs.

## Community College Consortium

The Community College Consortium is a unique partnership among three universities and over 80 community colleges in approximately 20 states and Canada. Co-sponsored by The University of Michigan, The University of Toledo and Michigan State University, this relatively new consortium (established in 1986) focuses on professional development for faculty, middle management training and executive leadership development. Programs combine research and theory with practices that have worked in two-year colleges.

*Programs and Services*

The Consortium offers four professional development institutes each year focusing on current issues and problems facing community college faculty, administrators and staff. In recent years a common theme of these institutes has been the improvement of institutional effectiveness. Institutes offer a mix of general sessions, case studies, small group dialogue and exemplary practice sessions.

The Community College Summer Institute, held in a different setting each year, focuses on organizational effectiveness and student success. During recent years, this institute has been co-sponsored by the Consortium for Institutional Effectiveness and Student Success in the Community College. The Faculty Development Institute is designed to acquaint recently appointed faculty with the mission, goals, philosophy, students, governance, teaching and learning techniques, and support services in community colleges. Through case studies, networking and mentoring, 100 current and emerging leaders are provided training at the Strengthening Leaders Institute. An intense "think-tank" atmosphere pervades the Strategic Leadership Institute designed for 40-50 executive level administrators.

An Annual Research Service focuses on a different topic annually. Recent topics studied include institutional effectiveness, student success, and strategic planning practices in community colleges. *Capsule*, a quarterly publication, keeps member institutions up to date on Consortium news and coming events. A forum and reception are sponsored at the AACJC Annual Convention. Major foundation support has been obtained from the Ford Foundation and the Kellogg Foundation.

*Membership*

Membership is available to selected community colleges at a current annual fee of $495 for single college institutions and $595 for multi-college institutions.

## Consortium for Institutional Effectiveness and Student Success

Demonstrating institutional effectiveness and student success has rapidly risen to the top of the national community college agenda. The Consortium for Institutional Effectiveness and Student Success in the Community College is a relatively new venture (1988) spearheaded in large measure by Paul Kreider, President, Mt. Hood Community College, OR. The Consortium has recently become an official consortium of the AACJC. The purpose of the consortium is to provide leadership in the field and coordinate AACJC's efforts in the development of procedures for assessing institutional effectiveness and student success. Over 80 colleges are members, participating in the activities of the Consortium. Approximately a dozen prominent community college presidents are on the Consortium steering committee.

*Programs and Services*

In cooperation with the Community College Consortium (University of Michigan, University of Toledo, and Michigan State University), an Annual Summer Institute, "Effectiveness and Student Success: Transforming Community Colleges for the 1990s," was initiated in 1989, focusing on effectiveness and student success. Additional activities include a workshop at the AACJC Convention and a forum at the Leadership 2000 conference. A first annual winter institute on effectiveness and student success was held in January 1992, hosted by Florida Community College in Jacksonville, Florida. The Consortium has published its first newsletter, available from Mt. Hood Community College. Future plans include additional publications. Almost all activities are held in collaboration with other organizations.

In addition to the summer institutes and other conference programs, the Consortium publishes an annual Membership Resource Packet which includes a statement of purpose, directory of members, recent research and activities, and a profile of each member college summarizing initiatives in the areas of institutional effectiveness and student success. Proceedings from the 1989 and 1990 summer institutes are available from Mt. Hood Community College.

*Membership*

Membership is open to all interested colleges at an annual fee of $100.

## Harvard University Management Institutes

For over 20 years the Harvard University Graduate School of Education has sponsored management institutes which have been popular among community college educators. Administrators from colleges and universities convene for intensive sessions designed to examine critical issues in the management of higher education. Utilizing the well-known Harvard case method and other curriculum materials, Harvard faculty pose difficult questions and frame new ways of addressing them.

The Institute for Educational Management (IEM), established in 1970, is a four-week program designed for presidents and senior administrators. An extensive faculty combines practical experience, research in higher education and strong teaching skills.

The Institute for the Management of Lifelong Education (MLE) and the Management Development Program (MDP) offer shorter programs of interest primarily to upper and middle level managers. The newest program is the Harvard Seminar for New Presidents (SNP). These programs offer opportunity for community college leaders to interact with their peers from senior colleges and universities in an intellectually challenging environment.

Admission is by application and is very competitive. Costs vary by program; some financial aid is available.

## National Alliance of Community and Technical Colleges

The National Alliance of Community and Technical Colleges is a nonprofit consortium of more than 40 community, technical and junior colleges across the United States. Through the mutual sharing of resources, networking with each other and the pursuit of financial resources the consortium promotes excellence in postsecondary, vocational, technical, career and occupational education. The Alliance is sponsored by the member institutions with assistance from the Center on Education and Training for Employment, Ohio State University.

*Programs and Services*

Two major conferences are held annually in September and March, hosted by member institutions. Members have a toll-free hotline to the

Center on Education and Training for Employment. They receive newsletters regularly to help each other avoid "reinventing the wheel." The association's interests include institutional effectiveness, high technology, economic development, competency-based education, program evaluation, personnel development, needs assessments, "2+2" articulation, new instructional technologies and managing diversity. An annual forum and reception is held at the annual AACJC Convention. More than a dozen topical monographs have been published since 1981.

*Membership*

Any community, technical and junior college interested in becoming a member may submit an application that is reviewed by the Executive Board for approval. Annual membership is $2,100, $600 of which is reimbursed to the member college for their representatives' travel to the NACTC meetings.

## Specialized Organizations

The following organizations provide specialized programs and services to community, technical and junior colleges.

### ERIC Clearinghouse for Junior Colleges

The Educational Resources Information Center (ERIC) is a national information network sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. There are 16 clearinghouses in the network which collect and disseminate information, each in a different field.

The ERIC system provides two valuable reference tools: the Current Index to Journals in Education (CIJE), which includes citations and annotations on articles from educational periodicals, and Resources In Education (RIE), which provides access to over 12,000 unpublished documents annually.

The ERIC Clearinghouse for Junior Colleges (ERIC/JC), located at UCLA, specializes in materials and services for community, technical and junior colleges. Hours of operation are 8:00 a.m. through 5:00 p.m. (Pacific Time) Monday - Friday except for holidays.

*Products and Services*

*ERIC Digests* provide summaries of literature on various topics; *Information Updates* are brief bibliographies. Tailored and topical bibliographies are available upon request. The *Information Bulletin* is ERIC/JC's

quarterly newsletter. One of the most popular services is the ERIC database search system which utilizes key words. *New Directions for Community Colleges*, available from Jossey-Bass, Inc., Publishers, is a quarterly publication containing several articles focusing on a particular trend or issue.

ERIC encourages individuals and organizations to submit materials for inclusion in its database. Conference reports, research papers and other materials on two-year college education will be considered.

*Membership*

Membership is not necessary for utilization since ERIC services are federally funded. ERIC/JC Partners are agencies and organizations which encourage their constituents to submit items for inclusion in the ERIC Database.

## National Effective Transfer Consortium

The National Effective Transfer Consortium (NETC) is dedicated to clarifying the transfer issue and enhancing the effectiveness of community college transfer programs. The Consortium was originated by Thomas W. Fryer, Jr., Chancellor of the Foothill-De Anza Community College District, and founded in 1987 by 28 community colleges in 13 states. NETC's research program is conducted by BW Associates, a policy research firm headquartered in Berkeley, California.

*Programs and Activities*

Member colleges receive individualized reports on their institution's transfer effectiveness, overall student completion rates and numerous other findings. The Consortium sponsors an annual National Satellite Videoconference and has published a book entitled *Enhancing Transfer Effectiveness: A Model for the 1990s* (AACJC Press, 1990). It also sponsors an annual workshop, the most recent entitled "Bridging the Gap: From Research to Practice."

Future initiatives include college-to-college assistance with the development of transfer program implementation plans, training of college staff for transfer program planning and a workbook for assessing and managing transfer.

*Membership*

Membership in NETC is open to all community colleges in the United States and Canada. New members may join at any time.

## National Center for Academic Achievement and Transfer

The National Center for Academic Achievement and Transfer has been established at the American Council on Education (ACE) in Washington, D.C. to examine, strengthen and enhance student transfers between community colleges and four-year institutions. The Center's main focus is to ensure a successful two-year educational experience and the opportunity for academic advancement to the baccalaureate. Funded initially by a $1.2 million grant from The Ford Foundation, the Center is concentrating on teaching and learning issues in its efforts to increase transfer rates.

Both ACE and The Ford Foundation are convinced that a key to enhancing the transfer experience is change in academic practices. To this end, the Center provides grants of $25,000 to 25 pairs of community colleges and four-year institutions serving significant numbers of disadvantaged and minority students. These grants are used by the cooperating institutions to modify academic offerings or classroom practices to improve student transfer.

A second phase envisioned for the Center's grant program will provide for a limited number of awards of up to $250,000 to develop a shared core curriculum to meet the general education or liberal arts needs of participating institutions.

*Other Center Programs and Activities*

Other activities within the program of the National Center for Academic Achievement and Transfer include:

- Developing a national policy statement on the particular importance of transfer in enhancing the academic achievement of minority and low-income students.
- Establishing an agenda wherein the higher education community can work together to influence legislation and to develop support of transfer at both the federal and state levels.
- Publishing a series of working papers on important academic issues.
- Exploring ways to strengthen research on transfer.
- Sponsoring occasional assemblies and workshops on transfer issues.

## National Junior College Athletic Association

The National Junior College Athletic Association (NJCAA) was chartered in 1938 by representatives from 13 California junior colleges meeting in Fresno, California. Today over 450 community and junior colleges are NJCAA members, ironically none from California. According to their

constitution the association exists to "promote and foster junior college athletics on intersectional and national levels so that results will be consistent with the total educational program of its members." Administered by a staff of five professionals located in Colorado Springs, NJCAA is governed by a Board of Directors consisting of four community and junior college presidents and representatives from the association's 24 geographical regions.

*Programs and Services*

NJCAA has established an extensive list of policy statements and rules relating to eligibility, grants-in-aid, recruitment, booster clubs, and appeals procedures for member institutions. Specific sports procedures have been established relating to such issues as length of season, number of contests, letters of intent and signing dates.

Member institutions may participate in 15 recognized sports for women (basketball, bowling, cross country, field hockey, skiing, soccer, softball-fast pitch, softball-slow pitch, swimming and diving, tennis, track and field-outdoor, track and field-indoor, volleyball, golf, marathon) and 16 recognized sports for men (baseball, basketball, bowling, cross country, football, golf, ice hockey, lacrosse, marathon, skiing, soccer, swimming and diving, tennis, track and field-outdoor, track and field-indoor, wrestling). National and regional championships are sponsored by the association at various locations around the country.

NJCAA sponsors coaches' associations in all recognized sports and presents annual service and achievement awards to individuals who have distinguished themselves on a national level through service, merit or achievement.

*Publications*

- *NJCAA Handbook and Casebook*
- *JUCO News.*

*Membership*

All state or regionally accredited two-year institutions may affiliate. Annual dues vary by institutional size and the number of recognized sports in which a college participates.

## University-based Community College Leadership Programs

In recent decades numerous universities and colleges have organized

community college leadership programs and higher education programs to train community college administrators and faculty or to provide professional advancement opportunities through doctoral studies. These university programs frequently provide workshops, institutes and other programs and services for community, technical and junior college educators.

Four university-based programs have been described earlier in this publication:

- National Institute for Staff and Organizational Development/Community College Leadership Program at The University of Texas at Austin;
- Community College Consortium/The University of Michigan, University of Toledo and Michigan State University;
- Harvard University Management Institutes; and
- The National Alliance of Community and Technical Colleges/Ohio State University.

Appendix C lists basic information on approximately 30 university programs training community college leaders and faculty. The information has been provided by members of the AACJC College and University Council (CUC) and other higher education program directors at various universities and colleges.

## Who To Contact

For more information on organizations in this chapter, contact:

AACJC Presidents Academy
American Association of Community and Junior Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
Carrole Wolin, Director of Professional Development
or
Anne Mulder, President, Lake Michigan College (Academy Chair)

American Council on International Intercultural Education
AACJC
One Dupont Circle, NW
Suite 410
Washington, DC 20036 (202) 728-0200
Yukie Tokuyama, Director

American Indian Higher Education Consortium
513 Capital Court, NE, Suite 100
Washington, DC 20002
(202) 544-9289
Georgiana Tiger, Executive Officer
or
Joseph McDonald, President
Salish Kootenai College, MT (Chair)

American Indian College Fund
11 E. 73rd Street
New York, NY 10021
(212) 988-4155
Barbara Bartone, Director

American Vocational Association
1410 King Street
Alexandria, VA 22314
(800) 826-9972 (outside VA)
(703) 683-3111 (in VA)

COMBASE
Daniel F. Moriarty, Chair
President, Portland Community College
Portland, OR 97219
Richard L. Alfred, Executive Director

Community College Consortium
The University of Michigan
2007 School of Education
610 East University
Ann Arbor, MI 48109-1259
(313) 747-1973
Richard L. Alfred, Co-Director
or
Elizabeth M. Hawthorne, Co-Director
University of Toledo
or
Rodolfo Garcia Z., Co-Director
Michigan State University

Community Colleges for International Development, Inc.
1519 Clearlake Road
Cocoa, FL 32922
(407) 631-3784 FAX (407) 639-0078
James G. Humphrys, Executive Director
Maxwell C. King, Chair, Board of Directors

Consortium for Institutional Effectiveness and Student Success
Mt. Hood Community College
26000 SE Stark Street
Gresham, OR 97030
Phone: (503) 667-7211
Paul E. Kreider, President

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, CA 90024
(213) 825-3931
Arthur M. Cohen, Director

Harvard University Management Institutes
Harvard University Graduate School of Education
339 Gutman Library
Cambridge, MA 02138
Clifford Baden, Director, MLE
Arthur Levine, Chair, IEM
Kent Chabotar, Chair, MDP
Judith McLaughlin, Chair, SN

Hispanic Association of Colleges and Universities
4204 Gardendale, Suite 216
San Antonio, TX 78229
(512) 692-3805
Raul Cardenas, President, South Mountain Community College, AZ
(Board Chair)

National Alliance of Community and Technical Colleges
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210
(614) 292-4353 FAX: (614) 292-1260
Bettina Lankard, Acting Director, NACTC
Lenny Stone, President, Scott Community College, IA (Board Chair)

National Center for Academic Achievement and Transfer
American Council on Education
One Dupont Circle, NW
Washington, DC 20036
(202) 939-9175
Judith S. Eaton, Director

National Council of Independent Junior Colleges
Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 347-1740
Elizabeth Rocklin, Administrative Consultant
or
Marvin G. Meyer, President
Bethany Lutheran College
Mankato, MN 56001

National Effective Transfer Consortium
Office of the Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

National Junior College Athletic Association
P.O. Box 7305
Colorado Springs, CO 80933-7355
(719) 590-9788 FAX: (719) 590-7324
George E. Killian, Executive Director
or
Peter Spina, Presidential Representative
Monroe Community College, NY

# Part Three

# Organizations and Their Role in Human Resource Development

Chapter VI: Extolling Their Virtues

Chapter VII: Guidelines for Using National Organizations in Human Resource Development

Chapter VIII: Conclusions and Recommendations

# VI

## Extolling Their Virtues

In Chapter II we viewed the impact of national organizations on community, technical and junior colleges through the analysis of recent survey responses from various college leaders. This chapter looks at NL/SOs through the eyes of individual people who have been significantly involved in one or more of these organizations. Although they represent very different constituencies—trustees, students, administrators and faculty—it is obvious that their involvement frequently has changed their careers and, for some, even their lives.

Others would speak in more cautious, even critical tones of their affiliation with certain NL/SOs. They might question their value and the time and resources colleges have invested in many of them. Certainly, not every person who has participated in a national organization's programs and activities has benefitted professionally or personally. Experienced college professionals will admit that some of their organizational affiliations have had little value either to them or their institutions.

However, in this chapter we listen to the believers as they extol the virtues of a variety of these organizations. They are unapologetic proponents of the organizations they describe. As we listen to their perspectives, some of the reasons for their enthusiasm will become apparent—assuming leadership opportunities, sharing ideas and accomplishments, building networks and support groups, developing enthusiasm and vision, and participating in something of value with colleagues and friends.

## Association Leadership: A Life-Changing Experience

*Nancy Rosasco*
*Yosemite Community College District, CA*
*Board of Trustees, 1975 to present*
*Association of Community College Trustees*
*Board of Directors, 1986 to present; 1991 President*

The Association of Community College Trustees has had a decisive impact on my ability to serve as a positive, accountable, well-informed community college district board member. ACCT has brought home to me the value and significance to our society of our community college systems across our nation. I have not only been impressed, but more accurately overwhelmed, by the uniqueness and breadth of programs and services offered by local community college districts as each affords educational opportunities to the district it serves. ACCT has provided me with a more global perspective, one which is all-encompassing and one which has allowed me to grow in outlook and in the ability to discern and govern. This enhanced perspective has enabled me to become a more complete trustee and person, with a truer sense of our community colleges' mission in providing higher education in our local communities.

The Association of Community College Trustees, ACCT, is more than an association of trustees. It is a focusing point to which community college trustees from across the United States and Canada look for leadership, seek trustee education, profit from the exchange of ideas and concepts, and designate legislative representation at the federal level. As an association, ACCT continually strives to successfully meet these varied needs of its member trustees and the institutions and communities which they represent.

I believe that my district, the Yosemite Community College District, through my affiliation with ACCT, has come to look increasingly beyond local and state boundaries in meeting its educational program and staffing needs. As a community college district, we are thinking in broader terms as we move into new programs and implement new ideas. At the same time, the Yosemite Community College District has become more cognizant of current federal legislative issues, in particular those programs which directly impact existing and potential federal programs for our district. I would like to think that my close ties to ACCT have had some role in stimulating this new awareness.

At the time I accepted a position on the Association of Community College Trustee Board of Directors, a trustee friend and former ACCT board member said to me that my life would never be the same again. At that time I really had no conception of what she had meant by her statement, but now

it is all very clear. My life has changed and I hope that I have returned, and will continue to be able to return, as much as I have gained.

## The Value of Participation in One Organization's Activities

*Larry W. Tyree*
*President of Santa Fe Community College, FL*
*Member of the Board of Directors of the*
*League for Innovation in the Community College*

My professional career has involved active participation in virtually all of the major national community college organizations. None has been more substantive, none has been more challenging, and none has been more deeply satisfying than my participation in the various activities sponsored by the League for Innovation in the Community College.

While my participation in League activities has admittedly increased greatly during my service as chief executive officer of two of its member districts—the Dallas County Community College District and, currently, Santa Fe Community College in Gainesville, Florida—my positive experiences with the League began years ago when I served as president of much smaller Gulf Coast Community College in Panama City, Florida.

The League, as a small working group of colleges, serves as a catalyst, project incubator, and laboratory for experimentation and innovation for all community colleges. I have long participated in its publications, conferences, and workshops, which are open to all, and both I and the institutions I have served have been enriched and improved by the transfer of ideas and innovations from League colleges to others. I have always found staff from League colleges to be extraordinarily generous, even exuberant, in sharing ideas and helping others committed to the work of community colleges to improve our services to our students and communities.

As a member of the board of directors and CEO of two of its colleges, I have come to value my association with the idealism and energy of the League even more. We exchange ideas and resources openly and enthusiastically, always challenging each other to think in new ways and to develop new approaches to both old and new problems. We commit resources to experimental ventures, even in tough financial times, because we hold the long-range view that such investment will be returned many times in benefits to our staffs and clients. In some ways, I have come to think of the League as the model of a true consortium—committed member institutions always looking for ways to help themselves and others by sharing the best of themselves.

The League continues to offer me and many others at Santa Fe Community College access to the best staff development program available. Our staff benefits by participating in conferences, workshops, and institutes and by reading League publications—activities in which the League actively invites all to participate. They benefit also from doing the real work of the League by innovating on our campus and participating in multi-institutional projects whenever we have something to contribute to the common good. By constantly seeking to place what we do at Santa Fe Community College into a national perspective, by always assessing our efforts in light of the experiences of other colleges, and by regularly attempting to learn from others and to contribute what works for us to colleagues in other settings, we overcome whatever tendencies we might have to be narrow, parochial, or short-sighted. The League gives us a window on a world of community colleges trying hard to be better. It is a window open to all community colleges.

## Becoming a Participant in Life, Rather Than an Observer

*Larry Leach, Phi Theta Kappan Student*
*Sinclair Community College, OH*

Thirty thousand dollars! Receiving the Truman Scholarship provides opportunity to achieve my goals of obtaining a joint law/master's degree from an outstanding institution. As I took my place on stage with the other 60 winners to receive the award certificate and letter from the President of the United States, I kept thinking that if I hadn't joined Phi Theta Kappa I wouldn't have been there.

Many times individuals perceive membership in extracurricular activities as a further compromise to a hectic schedule of balancing family, studies and employment. When I received my invitation to join Phi Theta Kappa I, too, had those commitments, however, I believed membership would provide numerous opportunities to build a strong foundation for the future.

My first Phi Theta Kappa activity was attending the annual convention in Atlanta. I attended a variety of workshops designed to develop chapters and members, participated in the election of officers, and met enthusiastic people committed to similar goals. The annual convention inspired me to take an active part in the Phi Theta Kappa organization.

I returned to my chapter committed to making a difference. I immersed myself in chapter activities, was elected a chapter officer, and received a scholarship to attend a week-long Honors Institute in Ottawa, Canada sponsored by Phi Theta Kappa Headquarters. Honors Institute, attended by

approximately 350 Phi Theta Kappans, explores a predetermined Interdisciplinary Honors Study Topic by providing noted expert speakers and an array of cultural experiences designed to encourage intellectual stimulation. For someone who had rarely travelled outside of Ohio, it was as if someone had pulled the blinders off! Upon my return, I changed my major and organized a committee to develop a course focused on the honors study topic so others could have the same experience.

During this time, I discovered my college was developing strategies to seek a renewal and increase for an expiring tax levy. Seeing the unique opportunity for leadership development, I volunteered to coordinate Phi Theta Kappa and other student organization campaign efforts. As a result, I became well-known on campus and familiar with key organizations and individuals in the community that proved invaluable when seeking nominations for scholarship competitions. A proven leadership role with the levy and Phi Theta Kappa, combined with a good academic record, provided a winning combination that resulted in receiving over fifty thousand dollars in scholarship offers and awards!

Phi Theta Kappa provided opportunities for developing confidence, social skills and a strong sense of purpose that isn't taught in a classroom. I always refer to Phi Theta Kappa as my co-curricular activity because it has significantly contributed to my total education and has inspired me to become a participant in life rather than an observer.

## The Value of National Organizations to Small Rural Colleges

*Joseph M. McDonald*
*President*
*Salish Kootenai College, MT*

Oftentimes we wonder if the dues, participation and time spent on organizations that may help us as college administrators is worth it. Here at Salish Kootenai College, we belong to several different organizations and weigh the benefits of our membership very carefully. I would like to write about two organizations, among several, that benefit Salish Kootenai College.

The organization that is most important to the College is the American Indian Higher Education Consortium (AIHEC). This is a non-profit organization of the 23 Tribal Colleges. Membership is also extended to colleges throughout the Americas that serve primarily American Indian students. We have three affiliate members. The organization provides "real support" to its respective members. The members work closely together to help move one another toward candidacy and initial accreditation. They

cooperate to develop legislation and to advocate for the passage of legislation that benefits one or more members of AIHEC. The organization energizes each of the Tribal Colleges to work for the good and virtual survival of each of the respective colleges.

Each year an annual conference is held that provides activities for students, exchanges of information for faculty, and workshops for administrators. Athletic activities in basketball, cross-country and rodeo are also sponsored by the association.

AIHEC serves as a forum for Indian people to speak out on Indian Higher Education. Government leaders, corporate leaders, and education leaders use AIHEC as their initial contact when they want to illicit information or disseminate ideas. Salish Kootenai College would not exist if it weren't for this very valuable organization.

The other organization that has been very valuable to the development of Salish Kootenai College is the College and University Personnel Association (CUPA). This organization does annual salary surveys for administrators, puts on valuable workshops in personnel administration, compensation systems, and fringe benefits. It designs some of the workshops for small colleges. The workshop presenters are practitioners from member colleges. The workshops are presented effectively with good handouts and adequate discussion time. I have found my college's membership in CUPA to be very valuable to me and to the college.

## Gaining Insights; Sharing Success

*Phyllis R. Hamilton*
*Associate Professor, English, Department Chair, Letters*
*Frederick Community College, MD*

When the president of our college asked the honors coordinator and me to join him in giving a paper on our excellent honors program at the NISOD conference in Austin, my colleague and I plunged into preparations with a combination of enthusiastic gusto and serious attention. Extolling the virtues of Honors at Frederick Community College presented no problem, for it had recently received the Maryland Association for Higher Education Award of Merit for its outstanding instructional programs. But we were just as keen to make sure our audience had some understanding of the pitfalls and difficulties that can be associated with starting and maintaining an honors program at any community college.

What we had not prepared for in Austin was the degree of energy and interest that is generated when a group of highly intelligent, motivated, and

dedicated educators get together under the kind of guiding sponsorship that NISOD provides. While we were delighted to find that our presentation was received by a large audience, we were to discover that the same held true of all the sessions we attended. Educators at NISOD conferences are there to listen, to share and to network. Those educators listening to our paper were attentive, but they were also eager to ask questions. Indeed, at several points we had some difficulty proceeding with our comments as questions kept being raised. With some pleasant laughter from both presentors and audience, we finally reached agreement that questions had better be held until the conclusion of our comments!

My colleague and I attended different sessions for the remainder of the NISOD conference so we could exchange notes at the end of each day. The two common impressions we shared were the impressive number of people at each presentation and the enthusiastic questions and dialogue that ensued from the subjects being discussed.

Of all the sessions I sat in on, the one that impressed me the most dealt with how Santa Fe Community College in Florida had developed an innovative program of faculty development and evaluation. The presentors were inundated with thoughtful questions from the audience and went home with a long list of names and addresses of those who wanted copies of their plan. This presentation keenly represented the timeliness of many of the issues that are raised at NISOD.

It is not difficult, under the circumstances, to see why NISOD conferences generate such successful networking. The spark is lit at Austin, but it does not die out after conferees depart. The truth of that remark has been made abundantly clear to me this year as I have participated in our college faculty and staff development program. Across my desk with pleasant regularity come mailings from NISOD that keep me in touch with what is happening at other community colleges across the country. A good deal of this information I share and discuss with my colleagues, helping to illustrate the dual roles that NISOD networking can take—first, in enlarging communication on a very broad scale as community colleges share with each other nationwide; and second, in focusing more intimately within a single institution as colleagues discuss the news from these other colleges and search for ways to adapt innovations to their own particular needs.

## Why Affiliate with National and State Organizations?

*Wayne Newton*
*Trustee*
*Kirkwood Community College, IA*

As rapidly as our world is changing, any institution operating in isolation is doing a grave disservice to the region and community it serves. The need to coordinate with other organizations and reach consensus of purpose has never been greater. Major issues come and go at such a pace that if an organization isn't finding ways to identify emerging problems and taking the necessary steps to avoid them, it will find itself up to its waist in proverbial alligators. If an institution is going to grow and prosper, both time and financial resources must be committed by and for those responsible for the resolution of difficult issues. One highly effective means of doing this involves networking with state and national organizations which have similar interests and goals.

Benefits to institutions for being involved in both state and national organizations come in the form of a looking-glass effect. Presidents measure their performance by comparison with their peers. Trustees can force more local accountability by having a comprehensive knowledge and understanding of what other institutions, state governments and national associations are doing well.

Perhaps the most valuable benefit of shared vision and collective knowledge is the strength that is derived from the collective sum rather than from the individual parts or persons. None of the major pieces of legislation that have come our way in recent years could have been achieved if community colleges had not joined forces, reached consensus, and then presented a united front to accomplish their mutual goals.

A common deterrent to board involvement in several organizations and associations is the issue of cost. Dues alone can represent a considerable expenditure. The expense of attendance at meetings and conferences further increases financial commitments. Why pay these dues? How much is too much? The answers obviously differ according to the unique needs of the college. Each association, agency or organization has a special purpose and special capability. It is important to identify specific institutional needs, match purposes, and then choose memberships within reasonable budgetary parameters, always keeping in mind that the college as a whole needs nourishment, from the trustees to the students.

Is the investment worth it even if many members from an institution aren't actively involved? In the opinion of this author, the answer is yes. If the college avoids only one problem or finds an answer to a critical need through understanding solutions to similar circumstances at other institutions, both money and time will have been well spent. The paybacks are immeasurable.

Another extremely important reason for institutional involvement is directly related to today's global economy and promise of "the new world

order." It doesn't matter whether the college is located in the Heartland or on the seaboards. The modern marketplace extends to all corners of the world and we must fully comprehend this fact if we are to responsibly serve our students and communities. Obviously, all 1200 community colleges can't go off on their own to explore the world, but collaboratively we can and must. Then we must share with our colleagues the changes that are needed to meet these global demands.

Is college membership important? You bet. Will the community benefit? You bet. Will Board involvement have a payback? You bet. Growth and development will occur in direct proportion to a willingness to invest dollars and time to seek together new ways to keep community colleges current, and therefore, competitive.

## Hispanic Organization Helps Institutions Address Specific Needs

*Raul Cardenas*
*President of South Mountain Community College, AZ*
*Maricopa Community College District*
*Chairman of the Board of Directors*
*Hispanic Association of Colleges and Universities (HACU)*

During my professional career, I've had the good fortune of serving as a board member or director of several national organizations. During my tenure in these organizations, I've had the opportunity not only to learn how the different organizations operate but also to gain a better understanding of each organization's mission and goals, as well as programs and activities.

While I have benefited significantly from my membership in all of these organizations, there is one that has provided me with an awareness of local, state and national educational issues, as it pertains to a large and rapidly growing group: students of Hispanic heritage. This organization is the Hispanic Association of Colleges and Universities (HACU). HACU, only in its fifth year of existence, has brought to the forefront those educational concerns facing colleges and universities serving significant numbers of Hispanic students. This association has as its primary focus the enhancement of educational opportunities for Hispanic students through the institutions they attend. HACU provides the leadership needed to influence the national educational agenda and support for member institutions and their students through a variety of supplemental educational experiences, such as workshops, seminars and forums.

HACU is the only organization in the continental United States representing colleges and universities which serve a significant population of Hispanic students. It has made great strides in raising awareness among corporations, foundations and government agencies that, indeed, there are 112 colleges and universities in this country that currently enroll about half of the Hispanic students in higher education, and that they deserve to be listened to and supported in their educational efforts. The association also serves as an exchange forum for colleges and universities to share common issues and programs, while unifying a national approach.

As a member of HACU since its inception, I have become more aware of legislation, policies and other information relating to issues in higher education in general, and of Hispanic concerns in particular. This has helped me become a better informed administrator. In addition, our college has benefited from our association with HACU by allowing us to become more involved in information-sharing as well as helping us disseminate information about programs our campus has to offer.

In short, the Hispanic Association of Colleges and Universities is an advocate for our college's educational needs, plays an important role in keeping us informed, and makes those educational program decisions which impact our Hispanic students easier to address.

## Opening a Road of Opportunity

*Judith Levings*
*former Executive V.P., Phi Theta Kappa*
*1991 Academic All-American*
*Alumna, Moberly Area Community College, MO*

When I got out of bed on September 27, 1988, I had no idea of the ultimate importance that day would have for me. It was the day I was inducted into Phi Theta Kappa, and it was the day that my life began to take a positive direction.

A week later I attended Missouri's Phi Theta Kappa Leadership Conference and spent most of my time on the side-lines, watching others participating and having the time of their lives. On our way home, my advisor talked to me about campaigning in the spring to become one of Phi Theta Kappa's five national student officers. She must have seen something in me that I wasn't aware of because I certainly didn't feel like I was the least bit qualified.

After thinking about it for several months, I agreed to give the election

a try, and with the help from the local chapter and chapters all over Missouri, we put together a campaign which proved successful in Atlanta, the site of Phi Theta Kappa's Annual Convention in April, 1989.

Since I was elected North Central Vice President, Phi Theta Kappa has become a major part of my life. During my year in office, I was able to travel all over the country participating in Phi Theta Kappa functions. I've met wonderful people who have become part of my extended family.

The confidence I have gained has allowed me to reach goals that I never would have even set before Phi Theta Kappa came into my life. This discipline of setting goals, having confidence and following through, along with the leadership skills I developed along the way, has brought me much nearer to the realization of my dream to become a public relations director on a college campus.

One particular skill growing out of my Phi Theta Kappa experience has given me great satisfaction and has become almost a passion—motivational speaking. This skill has had a very positive impact on my children as well, for I find that I'm now able to motivate those close to me so much more easily than I ever could before Phi Theta Kappa helped me become an inspiration to audiences across the country. You can imagine my gratification when I recently realized that I had inspired my 14-year-old son to persevere beyond his normal inclination.

One evening at dinner Brandon surprised me with a statement of unusual seriousness and sincerity. He said to me, without any affectation, "I'm so glad you're my Mom." When I asked him why, he explained that at track practice that afternoon he had wanted to stop running but didn't because he could hear me saying that we sometimes have to give more than we think we can in order to reach our goals.

Today the road of opportunity is stretching in front of both my children and me like a gleaming, gold ribbon. Phi Theta Kappa has helped us find, and continue on, this road.

## Professional Development Through an AACJC Council

*Thomas K. Thomas*
*President of Illinois Central College*
*Member, Board of Directors, AACJC*
*Immediate Past President, NCCSCE*

Professional development is one of the key responsibilities we face in keeping current within the community, technical and junior college field. Individual councils of AACJC give us this opportunity.

I have been active in the National Council of Community Services and Continuing Education (NCCSCE) the past 15 years. During this time, the camaraderie and friendships developed led to the solution of many problems I faced relative to program development. Years ago I was asked to begin a new open campus. I came from a traditional background and needed to learn rapidly the area I was now charged to develop and supervise. I called AACJC and was told about NCCSCE. I attended a national conference co-sponsored by a local college and NCCSCE, relating to development of community services and continuing education programs (CS/CE). I found a group of dedicated professionals interested in sharing with me the necessary advice to get the new program started.

Since that meeting I have developed a network of NCCSCE professionals and use this system to discuss issue after issue relating to our collective missions. NCCSCE has also taken the initiative to develop a national public policy agenda for the nation's community services and continuing education programs. The statement was then accepted by the AACJC Board of Directors and incorporated into a recognized national statement related to the mission of community services and continuing education.

I believe our nation's CS/CE programs are better because of the 400-plus schools which have institutional membership in NCCSCE. These institutions know they have an organization they can turn to which will provide input for serving special populations. They also know that through the "*Catalyst*," the national publication on community services sponsored by NCCSCE, topics related to doing a better job for all clients will be discussed.

The CS/CE movement is fortunate NCCSCE continues to build on its successful past to provide new directions for our future.

## On Learning to Lead: On Leading to Learn

*Anne Mulder*
*President, Lake Michigan College, MI*
*Chair, The Presidents Academy*

Becoming and being a leader isn't easy. Nonetheless, being the CEO in a community college demands leadership . . . inspiring a vision, establishing a tone, and accomplishing a mission. If one phrase could describe the significance of the Presidents Academy for me, it would be quite simply: This is the organization that has helped me as a CEO to develop my capacity for leadership. Moreover, through the Academy, I have had the opportunity to grow . . . both personally and professionally.

First of all, through various programs at state, regional and national conferences, the Academy has provided an opportunity for both formal and informal networking. Without question, the personal and professional friendships that are established through the Academy provide any president an opportunity to interact with his or her peers, and peers are valuable sources of information. Moreover, they serve as advisors and counselors and friends, giving personal and professional feedback that can enhance an individual's management and leadership development. That has certainly been my experience! One important by-product has been the institutional links afforded through these "presidential networks." Opportunities for institutional consortia, joint programming—and, in my own case, a designation as a lead institution in a Beacon College program . . . are possible outgrowths.

In addition, through the annual Presidents Academy Summer Workshop, those of us who have attended the Vail Workshop have participated in a more intense and more defined personal and professional growth experience. The intense discussions of ethical, political, social, and educational issues confronting us as presidents as well as the opportunity to develop further a network of colleagues provided me a time of reflection and renewal. And, perhaps equally significant, it was just plain fun to be with people who shared a common experience! What is most evident to me is that the friendships that I made at the summer workshop continue to be very important to me even now. I am confident most presidents who have "been to Vail" feel much the same way. It is a valuable personal and professional experience.

Whether leaders are born or taught or made, one factor remains obvious. They can improve who they are and what they do and how they lead . . . if they choose. An effective national organization should provide opportunities for its membership to develop leadership skills, to enhance personal and professional growth. All too often, the CEO provides the avenue for personal and professional growth for others within the organization and fails to provide such an opportunity for him or herself. In taking advantage of the opportunities provided by the Academy, I believe that I have been able to enhance my leadership skill. I have clearly broadened my circle of personal and professional friends. In return, I hope that I have set an example for others . . . peers and staff . . . that reinforces the philosophy that learning, even learning to lead, is a lifelong pursuit.

In this chapter ten different people—trustees, presidents, students and faculty—have described the positive impact that affiliation with national organizations has made upon them and their colleges. The reason for this

impact in each case is related directly to their involvement. The old saying remains true—we get out of something what we put into it. Those who see affiliation with a national organization as valuable are usually those who invest most extensively in its activities and leadership opportunities.

The following chapter presents other recommendations for getting the most out of affiliation with national organizations.

# VII

# Guidelines for Using National Organizations in Human Resource Development

In the opening chapter it was stated initially that this was a resource book for improving human resource development and organizational development programs in collegiate institutions. This chapter attempts to review briefly human resource development in community colleges and suggest ways for utilizing the information in this book to revitalize and improve campus-based staff and organizational development programs. Readers will also find suggestions for selecting those organizations which will serve their colleges' most significant needs. Experienced professionals provide recommendations on how college representatives may get the most from affiliation with these organizations.

## Human Resource Development is a Major Priority for NL/SOs

With few exceptions the national leadership/service organizations described in the previous chapters exist primarily to provide human resource and organizational development services to collegiate institutions. They sponsor numerous workshops, conferences and conventions; publish a great variety of journals, magazines, topical monographs and newsletters; and provide staff consultation and a variety of other services for member institutions. All of these services are ultimately designed to enhance their member institutions' human resource and organizational development programs.

Although most of these organizations are currently administered by

professional staff, their management policies and goals are directed by boards dominated by institutional representatives. Almost all NL/SOs originated to serve specific institutional needs and professional clientele. Broad-based organizations, such as ACE and AACJC, are guided by policy boards dominated by presidents and chancellors. Other organizations which exist to serve a specific clientele within colleges, such as ACCT which serves community college trustees and CUPA which serves human resource professionals, are guided by oversight boards consisting of these specific constituencies.

As previously mentioned, human resource development was the most frequently mentioned national policy issue needing greater emphasis by respondents to the NL/SO survey described in Chapter II. Despite the fact that the primary emphasis of most national organizations is professional and organizational development, the largest number of respondents listed human resource or professional development issues as needing greater attention than any other issue.

A logical conclusion would seem to be that despite the extensive panorama of human resource development programs and services already offered by NL/SOs, institutional needs have not been satisfied. A desire appears to exist for additional high quality professional and organizational development services which are relevant to current institutional and professional needs.

## Past and Future Perspectives

John Cooper (1982) identified 21 components he had found among staff, program and organizational development programs in several Midwestern community colleges. He described these at the annual conference of the National Council for Staff, Program and Organizational Development (NCSPOD) in a presentation entitled, "A Paradigm for Staff Development in the Community College." His study found that the components related to personal and program development were commonly found on the campuses studied. However, the organizational development components were notably absent in both quality and number.

Despite this apparent neglect organizational development is a common quality in many community colleges. The very qualities that characterize community colleges—adaptability, responsiveness, innovativeness, diversity, a community-orientation, the open door, collaboration, the lack of ingrained tradition—are qualities that foster and encourage organizational development. Beyond that, numerous external organizations, such as AACJC, CUPA and our nation's many university-based community college leadership programs, focus and energize these institutions by reinforcing

their dynamic qualities and renewing and challenging their traditional patterns and styles. Because community colleges are community-based institutions, they are constantly refining their purposes and goals in keeping with community needs, requests and opportunities.

Over the years staff and organizational development in community, technical and junior colleges has been influenced by numerous conceptual models originating in business, government or other non-educational environments. During the decade, of the '60s and early '70s various structured group processes, such as encounter, T-groups and sensitivity training shaped the planning and management styles of many of our institutions; while more task-oriented, measurable models, such as management by objectives (MBO), shaped other institutions' organizational development strategies. Systems approaches, strategic planning and management, quality circles, paradigm construction, have all shared the spotlight during succeeding years.

Today, the *au courant* model flowing to us through the leadership of business and industry is improving our effectiveness through "Total Quality Management." Long after the Malcolm Baldridge Award—the ultimate achievement in the corporate world in total quality management—fades in our memory there will be other models, other paradigms for colleges to study, emulate or ignore. Each of these conceptual models has been helpful to institutions in clarifying organizational goals and strategies for implementation.

Richard Alfred and Paul Kreider have written an excellent article in the April 1991 issue of the *Community, Technical and Junior College Journal* entitled, "Creating a Culture for Institutional Effectiveness." They outlined several exemplary programs at community colleges and a model for comprehensive institutional effectiveness. Eight practical steps are listed for improving institutional effectiveness—an important organizational goal. The article emphasizes a decentralized approach which pushes the responsibility for institutional performance and effectiveness as far down in the management structure as possible.

One of the foremost visionaries in the community college movement is Albert Lorenzo, President of Macomb County Community College. In a publication entitled *Mid-America Group: A Foundation for Renewal*, Lorenzo (1988) proposed the following seven goals for a college's renewal: (1) improving academic quality and overall mission effectiveness; (2) fostering an environment which supports innovation, risk taking and superior service; (3) developing the institution's resource base; (4) pursuing partnerships which will expand or improve programs and services; (5) enhancing institutional reputation and credibility; (6) monitoring environ-

mental conditions to assess emerging needs; and (7) evaluating current activities for appropriateness and level of performance.

By following these models and collaborating with colleagues, tomorrow's college leaders can create programs for organizational renewal which will maintain institutional vitality and vision for decades to come.

After a plan for human resource and organizational development has been developed by a college, those persons responsible for implementation will benefit from exploring the universe of NL/SOs to determine which organizations' programs and services will best enable them to meet institutional needs. The information in this publication should assist community college leaders with this task.

## Characteristics of Community College Human Resource and Organizational Development Programs

The following characteristics are viewed by the author as qualities of successful human resource and organizational development programs in colleges and universities. They emanate as much from professional experience as they do from reading and research.

1. *An internal organizational climate which is productive, creative and happy.* This climate is both task and people oriented. It is characterized by a sense of pride, cohesion and a common vision. People say to themselves, "I am working harder, but I am enjoying what I am doing more." At the same time the institution must be open to the possibility of discord and stress. Change and creativity are not always comfortable. An institution may change and develop in ways that are uncomfortable to some—at least for a time.

2. *An environment where change is supported and encouraged.* "Change will occur whether we like it or not," states John Gardner (1968) in his book, *Excellence.* "I am less interested in inducing any particular change than I am in fostering and nourishing the conditions under which constructive change may occur." Without change there can be no staff or organizational development.

The role of administrative leadership is to provide an environment where innovation is facilitated, planned change encouraged and people recognized for their innovative contributions to the organization's development in accordance with its mission and goals.

3. *Commonly understood and accepted goals.* Every institution needs to have a mission and a few key goals that are generally understood and accepted. These goals should give direction and focus to the organization's development, which, in turn, should guide human resource development.

4. *Institutional goals which are incrementally achievable.* No matter how far the journey to an organization's goal, it must be viewed as achievable. Milestones must be established which are incrementally attainable and institutions must find ways to celebrate and reward achievement toward college goals. Ways must be found to enjoy the journey.

5. *Total college involvement.* A strategy for involving everyone possible in defining and achieving an organization's development is essential. Staff and organizational development cannot be mandated successfully from the top. Everyone within the organization should feel that he or she is playing a significant role in defining and achieving the college's mission. As they participate, it is important that their achievements be recognized, applauded and rewarded.

Diversity of perspectives needs to be appreciated and blended into consensus goals. The major staff and organizational planners should reflect the diversity of the community served as well as the college. We should not expect minority faculty and staff, for example, to develop ownership in an organizational development plan if minority faculty and staff are omitted from the planning process. Similarly, if supportive staff are excluded in the plan's design and review, their commitment as a group will be lacking.

6. *Selective responsiveness to the external environment.* By definition, community colleges are responsive to their communities' educationally-related needs. How they respond to community needs will depend on the availability of increasingly scarce resources. Other aspects of the external environment will continue to influence organizational development. Environmental health and safety regulations, affirmative action standards and mandated accountability and outcomes measurement systems are just a few of the forces which influence, willingly or not, the direction and pace of an institution's development.

7. *Exposure to innovative peer institutions and external organizations.* There are state, regional and national organizations which stimulate organizational development through networking and agenda building. The American Association of Community and Junior Colleges, American Council on Education, Association of Community College Trustees, College and University Personnel Association, National Institute for Staff and Organizational Development, League for Innovation in the Community College and the Community College Consortium are just a few of the national organizations which stimulate and focus staff and organizational development. State community college associations and regional accrediting associations also exercise significant influence and stimulation.

To the extent that the goals of these organizations are congruent with a particular institution's mission and goals, these organizations and their

members can reinforce and influence a college's mission development.

8. *Change agents need to be developed, introduced and tolerated.* Although the characteristics of innovative change agents have been debated by social scientists for decades, McClelland (1968) notes five tendencies in his review of the literature.

a. Persons frequently exposed to other systems tend to be innovative.
b. Generally, innovators tend to be younger.
c. Involvement in many significant networks is characteristic of innovators.
d. Early adapters tend to be more affluent and reside in high density areas.
e. A consensus of research indicates "the innovator is not the most comfortable person to have around."

9. *A search for institutional distinctiveness.* All institutions want to attain a degree of distinctiveness, a uniqueness which will make them feel proud and fulfilled. At the entrance to a small California city a large banner proclaims proudly a welcome to the "Artichoke Capital of the World." The residents of that city are unabashedly proud of their uniqueness. The rest of the world doesn't have to applaud an institution's distinctiveness, but it must be significant to the people in that college and community.

10. *The ultimate measure—student growth and development.* For community, technical and junior colleges, the ultimate measure of any staff and organizational development program is the extent to which it leads to student growth and development. Community colleges are committed to organizational development because they are institutions responsible for stimulating change and development in people. Students cannot be expected to risk growth and development if institutions are unwilling to change themselves.

## Suggestions for Determining which Organizations to Join

The number and diversity of national organizations providing leadership and service to community, technical and junior colleges is overwhelming to many persons. It is difficult for the average college to decide with which organizations to affiliate. Once a college joins an NL/SO, it becomes important to know how to get the most from that affiliation.

Because there are literally dozens of national leadership/service organizations with which to affiliate and institutional memberships often cost $500 or more annually, it is important for colleges to select carefully those organizations with which to affiliate. This is particularly important for smaller institutions and colleges encountering financial restraints. How

does a college president, trustee or other college leader determine with which organizations to affiliate? The following suggestions may guide readers in selecting those organizations which will serve their needs effectively and efficiently.

1. Begin by determining your college's mission and major goals and your own professional priorities. Make certain you know where you and your college wish to go before you select NL/SOs to help you get there.

2. Review the information in this publication about the organizations you wish to consider for membership affiliation.

3. Request additional information, materials and a membership list from those organizations. Review this information carefully.

4. Contact persons from at least two other colleges, similar to your own, who are members of an organization in which you have an interest. Ask them how they value their involvement with this organization.

5. Attend a major activity sponsored by this organization, preferably with an associate. Network with others while at the activity.

6. Evaluate the relevance of an organization's programs, activities and services to your institution's and your own professional needs and goals.

7. Weigh the cost of membership against the projected benefits.

8. Affiliate with those organizations which best address your college's and your own professional needs.

9. Annually review the value of your institution's organizational affiliations. National organizations change; so will your college. Make certain the organizations with which your college affiliates still provide valuable and relevant services.

10. To provide new perspectives and networking opportunities, consider, periodically, affiliating with an organization which your college has not joined in recent years.

## Getting the Most Value from NL/SOs

In this section several prominent community, technical and junior college leaders share recommendations for maximizing the value of a college's membership in a national organization. Each contributor is a leader in one national leadership/service organization; most also have served as participants in that organization's programs when they were located at individual colleges as a staff member or student. Their perspectives should assist readers to get the most value from participating in national organizations. They will also guide college professionals in the optimal utilization of national organizations to energize and focus their institution's human resource and organizational development programs.

### Get Involved!

*Connie Odems*
*Vice President of Professional Services*
*American Association of Community and Junior Colleges*

I write as a Vice President for the American Association of Community and Junior Colleges for the past 11 years. However, my suggestions also are influenced by my years of service as a member of the professional staff at Miami-Dade Community College (FL) and as the associate director of the ACCTion Consortium.

1. *To get the most from any organization . . . get involved*! Participate actively in the organization's professional activities. As an example, AACJC provides numerous opportunities for networking and involvement through the AACJC Presidents Academy, nineteen affiliated councils, seven commissions and three consortia. These groups provide excellent forums for leadership and professional development through national and regionally sponsored workshops. Other national organizations provide similar opportunities. A challenge of the next decade will be to stay professionally current and professionally renewed. *To get the most from your organizational affiliations . . . participate, learn and grow*!

2. *Stay abreast of information.* Many higher education organizations provide current information and news relevant to community, technical and junior colleges. Information dissemination is a major service of AACJC and other national organizations. Scholarly thinking, research and general information are distributed through several AACJC publications including the *Community, Technical and Junior College Times*, the AACJC Letter, and the *Community, Technical and Junior College Journal*. The Community College Press publishes numerous books and monographs. However,

if these information resources and other resources provided by other organizations are not seen, studied and shared by professionals at member institutions, will not benefit. *To get the most from your national organizations . . . read and share their publications and resources*!

3. *Take advantage of special membership benefits.* Almost all national organizations offer a variety of special benefits to members, ranging from discounts on publications and meeting registrations to free consultation services. AACJC also offers insurance packages and opportunities to participate in special projects offering funding support from federal or private sources to help colleges initiate or strengthen local projects. *Remember! Membership has its privileges.*

If you want to grow as a trustee or college professional, to be stimulated by new ideas and energized by creative people, stay on the cutting edge and actively participate in organizations that meet the professional needs and interests of community, technical and junior colleges. Select your affiliations carefully; but, then, get involved.

## Getting Your Money's Worth

*Suanne D. Roueche*
*Director, NISOD*
*Editor, Innovation Abstracts*

Achieving teaching excellence is the institutional goal at the heart and in the soul of America's community, junior and technical colleges. (Inter)national organizations that encourage, support and strengthen that goal provide a critical service; yet, that service is only as good as the advantage colleges take of it. It is crucial that colleges design strategies for getting their money's worth. The relationship, then, between colleges and organizations must be, at its very best, symbiotic. Both research and experience have identified some variables that lay a solid foundation for such a relationship.

1. *Both the organization and the college must have dissemination strategies that work*—that is, products must reach their destinations, in sufficient numbers for widespread circulation, and in a timely fashion. Products that are delivered infrequently or on an irregular schedule, and products that are delivered in a haphazard manner to an irregular recipient list, are products that have lost much of their potential impact and may well be dead on arrival.

2. *Both the organization and the college must, early on, stimulate interest with a minimum of effort.* Therefore, the organization's products

must be tempting, concise and attractive; they must be easy to use. Having met those minimum product requirements, the organization then must rely upon the institution to provide further encouragement and support for the interest generated by the product. The college should have strategies in place by which individuals can experience, discuss, replicate or modify ideas and innovations that the product has provided or generated.

3. *Both the organization and the college should encourage even higher and broader levels of personal and professional action.* The organization should actively seek and encourage responses from the field, implementing a process to encourage the most timid and to accommodate the most bold. The college should serve as catalyst and conduit, identifying individuals whose ideas and innovations should be shared with the organization's larger community and providing support toward that dissemination effort.

4. *Finally, organizations and colleges should evaluate how well the relationship is working*, and then share the results of that evaluation with each other. Achieving and maintaining the integrity of a service is dependent on this mutual effort.

## Accessing National Networks in Times of Crisis

*Brenda Marshall Beckman, Associate Director*
*League for Innovation in the Community College*

Although I write as an associate director of the League for Innovation in the Community College, my thoughts on getting the most from national organizations also are influenced by several other perspectives. Prior to joining the League staff I worked at Pima Community College, in Arizona, in several different positions, including 14 months as acting president. Previously I was at Delta College (a League member institution), in Michigan, and for five years was that college's League representative.

1. *Use the networks.* Not everyone is faced with a real crisis in their professional lives, but a crisis made me really appreciate the immense value of the networks one has access to through national organizations. When I suddenly found myself as its acting president in 1989, Pima Community College was in crisis. It was clear that I needed help and advice in a hurry. Many members of the League network, and some of the most experienced members of AACJC, were about to gather at the AACJC convention. I went to Washington! Within hours I was able to tap into the network of organizational leaders and other professional colleagues built through years of attendance and participation at League meetings and AACJC conven-

tions. The best in the business were assembled in one place. They were willing to share knowledge and advice, and make important referrals. More was accomplished in hours than might otherwise have been done through weeks of calls and correspondence. Help provided at that time through a network of League and AACJC contacts contributed significantly to the remarkable and thorough recovery of Pima Community College from its difficulties. Accessing that kind of help is one way to get the most from national organizations.

2. *Contribute to the programs.* One of the things that builds the type of invaluable network mentioned above is participation in convention programs. Also, there are few better ways to assure that items of interest to you are on the program than to line up a panel of experts and submit a forum proposal on a topic about which you want to hear. Preparing for the program, of course, sharpens one's own focus on the subject while, at the same time, making a contribution to the national organization's meeting. But no matter how hard one works on contributing to a program, the net result of the effort, more often than not, is receiving more than has been given. Additional rewards are the contributions of co-panelists and members of the audience. Contacts are made as a result, and the network grows.

3. *Keep up with the literature.* National organizations are an important source of significant literature on important topics. Of particular value is the concentrated form in which the literature is presented. Recognizing that reading time is a limited luxury for most community college professionals, publications such as the League's *Leadership Abstracts* become a readily accessible source of valuable information, written by leaders in the field, and presented in condensed and easily readable form. Keeping up through national organization publications regularly is a great way to keep on top of the issues.

## Using National Organizations to Meet College Needs

*Rod A. Risley, Executive Director*
*Phi Theta Kappa Society*

An institution's effectiveness is dependent upon the talent, skill and knowledge of its most valuable resource, its personnel. All personnel must have access to current trends, innovative approaches and useful information in order to address the critical challenges confronting their college. To be effective contributing partners in the success of the institution, employees they must be provided the tools with which to work. In other words, a source for ideas, strategies and resources is critically needed. . .and at a reasonable

cost! To whom do you turn for help? A national service organization can provide these invaluable resources cost effectively.

To insure that your institution's needs are met, I suggest you undertake the following careful deliberation process before choosing service organizations with which to affiliate.

1. *Look before you leap.* Don't make the mistake of buying into a service organization without first matching your needs with its membership services, i.e., programs, publications and benefits. An organization may provide a plethora of products and services, but are they what you need and what you will use?

2. *Know and be known.* Representatives should become acquainted with the leadership of the service organization since this leadership will provide the foundation on which your networks will be built. A service organization, no matter how large or how important, should have leadership that is accessible, accommodating and sensitive. Your personnel should be encouraged to dive in and start building the network. Personnel should participate in programs and events sponsored by the service organization and meet its leadership. Solutions to problems are often found through connecting with others who are similarly situated. Leadership of the service organization can put your representatives in touch with those people—quickly and effectively.

3. *Share the wealth.* As a matter of policy, college representatives should be called upon to share the wealth of information gained from resources provided by the service organization, with colleagues across the disciplines. Accountability is essential in measuring the cost effectiveness of membership in a service organization. If college representatives know that they are expected to provide colleagues with ideas and information gleaned from affiliation, a college will either gain more benefits or question continued affiliation. If personnel return from a service organization meeting lackluster, it is for one of two reasons: (1) the service organization is out of step, or (2) your representatives had other priorities. Pick up the phone, call a colleague who attended the meeting, and gather some impressions. The response will make it clear as to which party has not held up its end of the bargain—the service organization or the college representatives.

4. *What's your problem*? If a service organization truly is going to be of service, you must let it know what is on your mind. Speak your peace. Help set the agenda. The service organization exists to serve you. If you fail to let the service organization know what your priorities are, the services provided are luxuries you cannot afford. Don't cause the service organization to second guess your needs or it most likely will not meet them.

5. *Give your representatives a hammer and a nail.* If you are going to

affiliate with a service organization, give your representatives more than just publications. Encourage them. Let them know affiliation is a priority, an investment. Provide the resources to make the affiliation more than one of just belonging. The professional development that occurs during service organization meetings helps contribute to increased self-esteem and renewed enthusiasm for embracing the mission of the institution.

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# VIII

# Conclusions and Recommendations

It is appropriate for a movement as diverse and dynamic as the community, junior and technical college movement—whose participating colleges have many common interests, yet many varied interests—to be assisted by a large number of national leadership/service organizations (NL/SOs). Not only are the mix of colleges in the movement diverse and complex, but most comprehensive community colleges are diverse and complex within themselves. Different professionals within one college have radically different responsibilities, training and perspectives, and probably benefit from affiliation with a wide variety of different leadership/service organizations.

The American Association of Community and Junior Colleges recognized this diversity 20 years ago when it began to establish its council/consortia structure. Other organizations, such as the Association of Community College Trustees, have also emerged to lead and serve constituencies that had been inadequately served in the past. Part of the genius and vitality of the movement is to recognize unmet existing needs and future opportunities, whether local or national, and to respond in a specific, organized and effective manner. It is also in keeping with our free market economy.

Almost without exception the survey responses summarized in Chapter II indicated that there is a great deal of satisfaction with the leadership and services provided by the NL/SOs with which their colleges were affiliated. One may conclude that these organizations form a valuable support system for the nation's community, junior and technical college movement, providing leadership, energy, information, services and networking opportunities.

No one organization can provide this segment of postsecondary education with all that it needs in national leadership and program services. Rather, dozens of different NL/SOs provide unique services and valuable assistance to the great variety of institutions in the community, junior and technical college movement.

However, as the number of NL/SOs continues to grow, questions will inevitably arise. How many are enough, or too many? How does the president of a community college decide with which organizations to affiliate? Does anyone in the "movement" have a clear understanding of all of these organizations and the services they provide? Has the multiplicity of organizations resulted in duplication of programming or effort? If so, is this duplication bad or good?

Community college leaders probably will not agree with one another on the answers to these questions but, in time, most college presidents and boards of trustees will be forced to address these issues.

## Economic Recession Restricts College Resources

During 1990, our nation entered a recession and its impact has been very broad. Many states are encountering serious deficits and mandating reductions in college budgets. Travel restrictions have been imposed. Harold Hovey, president of State Policy Research has predicted in *USA Today* that 36 states with 90% of the country's population will have significant shortfalls in 1992. What will be the implications of restricted budgets on institutional memberships and participation in NL/SOs, especially those with substantial membership fees?

If resources become more restricted and mandated budget cuts occur more frequently, travel restrictions will be imposed by many colleges. Cost and distance will become major factors in determining participation in activities sponsored by national organizations. The greater the perceived value of an event, the greater will be the efforts to obtain necessary funding for participants. Some colleges may appeal to their foundations or local businesses for funding assistance to participate in events that are considered of primary importance.

One of the most significant problems confronting smaller institutions is the cost of memberships and participation in many of the activities sponsored by these organizations. Frequently, membership costs do not vary significantly with an institution's size and resources. As state resources decline, fewer institutions will be able to participate in the activities sponsored by these organizations.

When colleges become unable to participate in an organization's

primary activities because of reduced resources, they are likely to question the viability of continuing membership in that organization. Two factors will become important in deciding whether to retain membership in an NL/SO: the cost of institutional memberships and the perceived value of all services provided by that organization.

Organizations which have developed a unique clientele or niche in the community college market place, such as ACCT, the Phi Theta Kappa Society (the only organization providing significant services for students) and the Hispanic Association of Colleges and Universities (HACU), may be uniquely positioned to survive during difficult times. Those organizations with low overhead and minimal staff investment should also do well, if their services are valued highly. Organizations which have been successful in obtaining supplemental income through foundation and government grants, such as AACJC, the League, and NISOD, may be better prepared to weather declining membership revenues than other organizations.

However, NL/SOs with relatively high membership costs, little external funding support and a heavy reliance on revenue from workshops and conferences, may experience difficulty surviving if the present recession does not dissipate rapidly. This will be particularly true when these organizations have not established a unique clientele and services which are viewed as vital to member institutions.

The challenge for many NL/SOs during the next few years will be to demonstrate their continued relevance and importance to member colleges. Organizations may develop new programs and services which speak to changing priorities. Regional meetings may replace the one national meeting many organizations hold annually. Some organizations may reduce membership fees or registration costs at conferences and workshops. Radical new strategies may be necessary for many of these organizations to survive, let alone prosper. Some organizations may sponsor combined meetings. Other organizations may choose to merge. Some may not survive.

Inevitably, new marketing strategies must be explored. These may be necessary to attract smaller colleges with limited resources or to retain colleges with diminishing resources. As an example, a group of organizations might offer special membership opportunities for smaller colleges. Half cost memberships might be offered if a college affiliates with three or more organizations with which they are not currently affiliated. Reduced rates for colleges experiencing declining resources might be another option organizations will consider.

Regardless of NL/SO's marketing strategies, past reputation or image, many community, technical and junior colleges will be more selective in the future in choosing organizations with which to affiliate. If true value is not

perceived by those who make key decisions on campus budgets, membership renewals may decline significantly.

NL/SOs exist to serve colleges; colleges do not exist to preserve these organizations. In times of recession NL/SOs will clearly be challenged to demonstrate their value and relevance to a particular institution in order to retain that institution's affiliation.

## NL/SOs Explore Broader Clientele

Most NL/SOs tend to focus their services on a particular clientele such as, faculty, administrators, trustees or students. Only a few direct their efforts across a broad spectrum of clients. A significant number of NL/SOs provide programs and services primarily or exclusively for college managers and administrators.

There are exceptions to the NL/SOs which orient their programs toward college managers. Governance board development is the primary purpose of the Association of Community College Trustees (ACCT) and the Association of Governing Boards (AGB); faculty development is a prominent goal of organizations such as the National Institute for Staff and Organizational Development (NISOD), the American Association of Higher Education (AAHE) and several university-based graduate programs.

Of more than four dozen NL/SOs listed by respondents to the survey questionnaire reviewed in Chapter II, only one organization, Phi Theta Kappa, provides programs and services primarily for community, technical and junior college students. No survey respondent listed any organization whose primary clientele consisted of supportive or classified staff.

In recent years several NL/SOs have developed programs and activities which have attracted a broader constituency base. Leadership 2000, a conference jointly sponsored by the League for Innovation and the Community College Leadership Program at The University of Texas at Austin, is designed for college leadership teams consisting of trustees, presidents, faculty, staff and other administrators. NISOD has augmented its International Conference on Teaching Excellence by adding, concurrently, a Conference of Administrators. During the past decade AACJC has broadened its annual convention program by adding components intended for faculty, trustees and students.

Apparently, many organizations are broadening their membership appeal by attempting to address the needs of a broader clientele. It seems likely this trend will continue in the future. On the other hand, other organizations are maintaining their distinct market niche and seem content to "stick to their knitting."

## A Modest Proposal: Collaboration

In recent years we have seen a trend toward cooperation and coordination among several of the more prominent NL/SOs. NISOD and the League for Innovation have coordinated several recent joint ventures. AACJC and ACCT have blended together their federal relations programs. Nevertheless, the degree of coordinated planning and activities among most NL/SOs is informal and infrequent.

Perhaps it is time for the evolution of a community college "common market." As postsecondary education associations have established a framework for coordinated action under the "umbrella" of the American Council on Education, is it time for those national leadership/service organizations whose primary constituencies are community, junior and technical colleges to form a stronger, more formal alliance to coordinate planning and scheduling, minimize duplicative efforts and reinforce common goals and programs for the movement? If the considerable talents, energies, influence and leadership of each organization were coordinated to accomplish a few major national goals, could not the full potential of the movement be more rapidly achieved?

It is interesting to speculate on the outcome of a "summit conference" designed to explore common goals, cooperative opportunities and concerns. Let us assume that the CEOs and selected board members of such NL/SOs as AACJC, ACCT, the League for Innovation in the Community College, NISOD and the Phi Theta Kappa Society were to meet together annually for two or three days with an established agenda. Out of such a meeting might emerge a community, technical and junior colleges' umbrella group, not unlike the "Big Six" which shares a common agenda under the leadership of the American Council on Education. It would require trust, patience, an openness to new relationships and a mutual respect by all parties for the unique contributions each organization could bring to this new partnership. In time a larger partnership might emerge embracing other organizations. Competitive instincts would need to be muted; collaborative strategies emphasized. At the same time, the vitality, innovativeness and creativity of our present "free market" system needs to be preserved.

To establish a community college "common market" would not be easy. The NL/SOs differ in focus and structure. A few have professional staffs, permanent CEOs and varied, comprehensive programs and activities. Others have no full-time staff and frequently change elected leadership. Many NL/SOs are single purpose organizations. Nevertheless, there may be merit in establishing more formal liaisons among these organizations so that our national image and agenda become clearer and our considerable achievements and innovative leadership more readily apparent.

Already the "movement" is seen as a pace setter in achieving many contemporary educational goals. Providing access and opportunity to minorities, older adults, displaced workers and homemakers; responding flexibly to business and industry needs for state-of-the-art training and retraining; pioneering in academic assessment, developmental education and literacy training—these are a few of the movement's leadership hallmarks. With greater coordination at the national level, it might attain a national leadership role far beyond present achievements, a leadership role which could bring new visibility, respect and support throughout American society.

# Appendices

A. National Organizations with Broad-Based Constituencies Providing Services to Community, Technical and Junior Colleges

B. Descriptions of AACJC Affiliated Councils

C. University-Based Higher Education Programs for Community, Technical and Junior College Professionals

D. Survey Questionnaire Forms Utilized in This Study

E. List of Respondents to Survey Questionnaire I

# Appendix A

## National Organizations with Broad-Based Constituencies Providing Services to Community, Technical and Junior Colleges

With the exceptions noted below, the following information has been taken from the 1990-1991 Higher Education Directory. It is used with permission from the directory's publisher, Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington, DC 20036. Descriptions of the Association for Institutional Research, Education Commission of the States and Servicemembers Opportunity Colleges were obtained from materials published by those organizations.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION
Suite 600, One Dupont Circle, Washington, DC 20036
Telephone: (202) 293-6440 FAX: (202) 293-0073
Russell Edgerton, President

AAHE is an individual-membership association that brings together thousands of faculty members, students, and administrators from all levels and sectors of higher education. Through the association, they step out of immediate roles to consider with others what is essential and helpful to higher education as a whole.

AAHE's business is issued in three areas: the connectedness of higher education to larger societal developments; the conduct of academic and student affairs; and the improvement of teaching and learning. Members track issues through AAHE publications (including *AAHE Bulletin* and, in cooperation with Heldref Publications, *Change Magazine*), meetings, and sponsored projects.

The National Conference on Higher Education is AAHE's best-known event and service to the community. The four-day conference addresses a broad array of current issues plus a chosen theme.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS
Suite 330, One Dupont Circle, Washington, DC 20036
Telephone: (202) 293-9161 FAX: (202) 872-8857
Wayne E. Becraft, Executive Director

In 1910, 24 college and university registrars and business officers, feeling the need to discuss their common responsibilities, met in Detroit, Michigan. Before adjournment of this conference, the participants organized the American Association of Collegiate Registrars. From this small initial meeting, the association has grown to a membership of 2,244 institutions with some 8,600 active members in the areas of admissions, registration, records, financial aid, and institutional research, and 69 affiliate member organizations with 101 member representatives. These active members represent many types of institutions of higher education in the United States, Mexico, Canada, and other countries. In 1949, when many institutions began to establish separate offices of admissions and records, the association adopted its present title, American Association of Collegiate Registrars and Admissions Officers (AACRAO). The national office was set up in 1966.

AACRAO concerns itself with advancing education, particularly higher education, and enhancing the professional growth of work in the offices of recruitment and international admissions, financial aid, institutional research, and records and registration.

ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES
Suite 400, One Dupont Circle, Washington, DC 20036
Telephone: (202) 296-8400 FAX: (202) 223-7053
President: Richard T. Ingram

The Association of Governing Boards (AGB) is a nonprofit organization of governing, coordinating and advisory boards of postsecondary education. AGB serves some 30,000 trustees, regents, and chief executives responsible for 1,700 colleges and universities—public, private, two-year, four-year, general and specialized.

The only trustee organization to serve all sectors of postsecondary education, AGB emphasizes good working relationships between administrators and trustees, provides background information needed by boards to deal with critical issues, and helps boards function with an awareness of the increasing interdependence of all types of colleges and universities.

Founded in 1921 as an informal organization of public university trustees, AGB established offices in Washington, D.C., in 1964, when membership was opened to both sectors of higher education.

ASSOCIATION FOR INSTITUTIONAL RESEARCH
314 Stone Building, Florida State University
Tallahassee, FL 32306-3038
Telephone: (904) 644-4470
Jean C. Chulak, Administrative Director

AIR is an individual-membership organization serving over 2,000 persons who have professional research responsibilities in postsecondary institutions. Its primary purposes include the advancement of research and analysis leading to the improved understanding, planning, management and operation of postsecondary educational institutions and agencies, the encouragement of appropriate technologies and techniques to further such research and disseminate information regarding postsecondary education, and the furtherance of professional development and training of professional researchers.

AIR sponsors a variety of programs and services including an annual Forum in the United States attracting 800 registrants and annual European Forums. Information, reports and other research documents including the annual *AIR Directory*, the *AIR Newsletter* and *Research in Higher Education* are distributed to members. Twenty state and regional interest groups are affiliated with the association.

ASSOCIATION OF PHYSICAL PLANT ADMINISTRATORS OF UNIVERSITIES AND COLLEGES
1446 Duke Street, Alexandria, VA 22314-3492
Telephone: (703) 684-1446 FAX: (703) 549-2772
Walter A. Schaw, CAE, Executive Vice President

The Association of Physical Plant Administrators of Universities and Colleges (APPA) includes approximately 1,500 member institutions of higher education in the United States, Canada and other countries.

Founded in 1914, APPA is among the oldest associations serving higher education. Its purpose is to promote excellence in the administration, care, operation, planning and development of facilities in support of the teaching and research missions of colleges and universities.

APPA established its international headquarters in the Washington, D.C. area, in 1972 to facilitate the communications process for the facilities management community. Since that time, APPA's rapid growth has reflected its unique role in addressing the needs of college and university physical plant departments. APPA supplies its members with a broad range of educational opportunities through meetings and workshops, special and recurring publications such as *APPA Newsletter* and *Facilities Manager*, and other activities. It provides a central clearinghouse for the sharing of valuable information and the discussion of common problems such as deferred maintenance and dwindling budgets.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
CLEARINGHOUSE ON HIGHER EDUCATION
Suite 630, One Dupont Circle, Washington, DC 20036
Telephone: (202) 296-2597 FAX: (202) 296-8379
Jonathan D. Fife, Director

The George Washington University, under contract with the Office of Educational Research and Improvement, maintains a Clearinghouse on Higher Education. The Clearinghouse collects, screens, indexes and abstracts journal and non-journal higher education literature for inclusion in the two ERIC monthly bibliographic journals: Resources in Education and Current Index to Journals in Education.

The Clearinghouse works closely with higher education associations, foundations, government-sponsored programs and individuals in the higher education community to

create greater awareness and utilization of this literature. As part of this activity the Clearinghouse cosponsors publication series with associations: ASHE-ERIC Higher Education Reports and AAUA-ERIC Higher Education Administrator's Update.

All staff members of the associations are encouraged to call upon the Clearinghouse to aid them in the identification and analysis of higher education literature. Resources include a CD ROM computer-generated bibliography service, the entire ERIC microfiche collection and staff assistance.

EDUCATION COMMISSION OF THE STATES
707 17th Street, Suite 2700, Denver, CO 80202-3427
Telephone: (303) 299-3692 FAX: (303) 830-0558
Frank Newman, President

Created in 1965, ECS is a nonprofit, nationwide interstate compact that helps state leaders improve the quality of education. The primary purpose of the commission is to help governors, state legislators, state education officials and others develop policies to improve the quality of education at all levels. ECS conducts policy research, surveys and special studies; maintains an information clearinghouse; organizes state, regional and national forums; provides technical assistance to states; helps states implement changes in education; and fosters nationwide leadership and cooperation in education. Annually, a different governor is chosen to serve as chairman.

Forty-nine states (all but Montana), the District of Columbia, Puerto Rico, American Samoa and the Virgin Islands have passed legislation to join ECS. Every jurisdiction pays an annual fee and is represented by seven commissioners, most often the governor, a member of the house, a member of the senate and four others appointed by the governor. Periodic reports are issued on education finance, governance and legal issues.

Periodic conferences, Advanced Legislative Program Services in Education (ALPS), enable state legislative leaders to share information and talk with experts about education issues. State Education Policy Seminars (SEPS) involve a wide range of leaders in 42 states. Representatives of the nation's leading education-related organizations participate in ECS through the Advisory Commissioners Network.

EDUCATIONAL TESTING SERVICE
Rosedale Road, Princeton, NJ 08541
Telephone: (609) 921-9000 FAX: (609) 734-1909

Suite 475, 1825 Eye Street, NW, Washington, DC 20006
Telephone: (202) 659-0616 FAX: (202) 828-4723
Gregory R. Anrig, President

Educational Testing Service, headquartered in Princeton, NJ, is America's largest private educational measurement institution and a leader in educational research. On behalf of various clients in education, government, and business, ETS develops and administers a wide variety of admission, achievement, and occupational tests, such as the SAT for The College Board. A nonprofit organization, ETS has regional offices in California, Georgia, Illinois, Massachusetts, Puerto Rico, Texas, and Washington, D.C., and administers tests in more than 170 countries.

The Washington, D.C., office monitors all federal and state legislation of interest to

ETS, works with other ETS regional office directors, program staff, and executive officers in formulating and drafting company positions on government issues, represents ETS's interests with Congressional staff and agency personnel, and provides consulting services on testing issues to Washington-based associations.

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS
(formerly National Association for Foreign Student Affairs)
1875 Connecticut Ave., NW, Suite 1000
Washington, DC 20009
Telephone: (202) 462-4811 FAX: (202) 667-3419
John F. Reichard, Executive Vice President

NAFSA: Association of International Educators is a nonprofit membership association that provides training, information and other educational services to professionals in the field of international educational exchange. It serves more than 6,000 directors of international offices, deans of international education, campus administrators, admissions officers, teachers of English as a foreign language, faculty members, foreign student advisers, community volunteers, and study abroad program directors and advisers who represent more than 1,600 colleges and universities.

Programs and services include consultations, workshops, and in-service training to strengthen service to foreign students and scholars on U.S. campuses and U.S. students abroad; national and regional conferences; information services; and liaison with U.S. government agencies and other educational associations.

NAFSA publishes a newsletter, a Government Affairs Bulletin reporting on governmental activities affecting international educational exchange, handbooks on all aspects of the exchange process, interpretation of U.S. immigration regulations affecting foreign students, and a directory of more than 7,000 institutions and individuals involved in international educational exchange.

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES
AND UNIVERSITIES
Suite 750, 122 C Street, NW, Washington, DC 20001
Telephone: (202) 347-7512 FAX: (202) 628-2513
Richard F. Rosser, President

The National Association of Independent Colleges and Universities is the national organization representing private colleges and universities on public policy issues with the legislative, executive and regulatory branches of the federal government.

NAICU's top objective is to provide its members with an organization that will deal with their problems and programs on a national basis by keeping the public and government informed about the accomplishments and concerns of independent higher education. In addition, its activities include such fields as communications, state relations and research.

Founded in 1976, NAICU has more than 830 members nationwide that reflect the diversity of private, nonprofit higher education in the United States. NAICU members include liberal arts colleges, major urban research universities, historically black colleges, women's colleges, faith- and church-related colleges, and schools of law, medicine, engineering, and business and other professions.

To carry out its mission, NAICU seeks to: promote public policies that will assure all students the widest possible range of choices of institutions and programs; defend institutional integrity, freedom, and diversity; support fiscal and tax policies that provide maximum encouragement for charitable giving to colleges and universities; and increase public awareness of the contributions made by independent higher education in meeting public needs.

Working closely with NAICU is the National Institute of Independent Colleges and Universities, the only research institute devoted solely to the study of America's independent colleges and universities. The Institute conducts research and provides data, information, and analyses on private higher education to member institutions, federal policymakers, and the general public.

NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS
Suite 200, 1920 L Street, NW, Washington, DC 20036
Telephone: (202) 785-0453 FAX: (202) 785-1487
A. Dallas Martin, Jr., President

Formed as an outgrowth of six regional associations in 1966, NASFAA coordinates efforts nationally to improve the delivery of student assistance and to increase resources available to students.

NASFAA is a nonprofit corporation of postsecondary institutions, individuals, agencies and students who are interested in promoting the effective administration of student financial aid in the United States. There are 3,200 members.

From its inception, the association has sought to ensure access to postsecondary education for the many students of this nation through a variety of professional efforts in three basic areas: professional development, information dissemination and legislative and regulatory analysis.

The executive body of NASFAA is the Board of Directors. The board is composed of two representatives from each of the six regional associations, 10 national representatives-at-large, and the officers of the association.

Committee projects include the development of training materials for both professional and support staff.

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS
Suite 301, 1700 18th Street, NW, Washington, DC 20009-2508
Telephone: (202) 265-7500 FAX: (202) 797-1157
Elizabeth M. Nuss, Executive Director

The National Association of Student Personnel Administrators, Inc. (NASPA), serves chief student affairs officers of higher education institutions. NASPA's aim is to assist its members in fostering the maximum personal development of students as members of society. To this end, NASPA organizes and sponsors research; a variety of publications, including a scholarly journal, a monthly newsletter, and two monographs per year; seminars, including the Richard F. Stevens Institute; and national and regional conferences. Its seven regions compose a national network of resources and people that identify issues and address



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problems.

In addition to chief student affairs officers, NASPA's 5,000 members include graduate students and administrators of student activities, career counseling, residence halls, and student development centers. As a benefit of membership, all members receive NASPA's journal and newsletter. NASPA's annual national conference provides its members with a major forum for discussion among their colleagues and an opportunity for professional enrichment.

SERVICEMEMBERS OPPORTUNITY COLLEGES
American Association of State Colleges and Universities
Suite 700, One Dupont Circle, Washington, DC 20036
Telephone: (202) 293-7070 FAX: (202) 296-5819
Steve Kime, Director

Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations and more than 569 institutional members, functions in cooperation with the Department of Defense (DOD), the Military Services and the Coast Guard to help meet the voluntary higher education needs of servicemembers.

Hundreds of thousands of servicemembers, civilian employees of DOD, the Military Services, the Coast Guard and their family members enroll annually in college-level programs. SOC institutional members—universities, four-year and two-year colleges and technical institutes—subscribe to principles and criteria to ensure that high-quality academic programs are available to military students.

SOC was established in 1972 by civilian and military educators to help strengthen and coordinate voluntary college-level educational opportunities for servicemembers. SOC does this by:

- Seeking to stimulate and help the higher education community to understand and respond to special needs of servicemembers.
- Advocating the flexibility needed to improve access to and availability of educational programs for servicemembers.
- Helping the Military Services and the Coast Guard understand the resources, limits and requirements of higher education.
- Helping the higher education community understand the resources, limits and requirements of the Military Services and the Coast Guard.
- Seeking to strengthen liaison and working relationships among military and higher education representatives.

SOC institutional members collectively confer the full range of associate, baccalaureate and graduate degrees. Many offer on-base programs and some serve military installations overseas. Some SOC institutional members act as "home colleges" for servicemembers who, by prior agreement, earn academic credits elsewhere. SOC is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC) in cooperation with numerous other agencies.

# Appendix B

## Descriptions of AACJC Affiliated Councils

The following material is used by permission of the American Association of Community and Junior Colleges.

AACJC has introduced a system of councils through which the common interests of their members can be served. Councils provide individuals with means to affiliate with the association beyond official institutional representation. Within a flexible organizational arrangement, councils are encouraged to take initiatives in pursuing proposals and activities in support of association goals. Nineteen councils are currently affiliated with the association. A council representing Asian-Americans is under development.

AACJC also sponsors the following commissions and consortia: Commission on Independent Colleges, Commission on Small and/or Rural Community Colleges, Commission on the Future of Community Colleges, Commission on Urban Community Colleges, Community College Satellite Network Commission, Commission to Improve Minority Education, Joint Commission on Federal Relations, Instructional Telecommunications Consortium and National Coalition of Advanced Technology Centers Consortium.

Further information about councils, commissions or consortia may be obtained from the American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036, (202) 728-0200.

### American Association of Women in Community and Junior Colleges

The American Association of Women in Community and Junior Colleges (AAWCJC) is one of the largest and most responsive organizations working for the concerns of women in education. Formed in 1973, the association represents its members on a state and 10 region basis. Steady increases in female students, staff, and educational professionals have had a dynamic effect on the growth and professional activities of AAWCJC. Key benefits of AAWCJC membership are a quarterly newsletter, a job bank, and a variety of professional development activities for women in community colleges at the local, state, regional and national levels.

### American Council on International/Intercultural Education

The American Council on International/Intercultural Education was formed in 1990 to inaugurate or to strengthen international/intercultural education programs, to disseminate information and to identify opportunities for international linkages. It sponsors forums, workshops and roundtables during the annual AACJC convention; produces publications focusing on international education issues; and contributes materials to AACJC's newspaper and magazine.

### Community College Humanities Association

The Community College Humanities Association (CCHA) is dedicated to strengthening the humanities in community, technical and junior colleges. CCHA serves as a catalyst in defining the issues facing humanities faculty and administrators, finding solutions to problems in the field, and establishing a communication network for all humanists. Special seminars, five annual regional meetings, a treenail newsletter and an annual journal facilitate the exchange of ideas and information, support the professional work of humanities faculty and encourage scholarly activity in the humanistic disciplines.

### Council of Two-Year Colleges of Four-Year Institutions

This council promotes the unique contribution of community colleges in partnership with four-year institutions. Focusing primarily on university branches and campuses that offer the associate degree, the council represents these institutions at professional meetings, attempts to increase their visibility in the professional literature, and fosters interinstitutional communications and linkages.

### National Alliance of Two-Year College Athletic Administrators

The National Alliance of Two-Year College Athletic Administrators places under one umbrella the more than 700 two-year college athletic programs now existing. The aims of the council are to improve services to student athletes, with an emphasis on recruitment and retention; strengthen academic advising and supervision programs; enhance transfer procedures and opportunities; develop athlete recognition programs; develop ethics policies; and create information channels among the national groups concerned about these issues. The Alliance was established in 1990.

### National Community College Hispanic Council

The National Community College Hispanic Council (NCCHC), established in 1985, is dedicated to quality education for Hispanic Americans, the enhancement of pluralistic society and the development of the nation's total human resources. Program emphasis includes promoting the professional development of Hispanic leadership within the colleges, the expansion of curriculum and supportive services for Hispanic students, and the implementation of meaningful affirmative action programs. NCCHC meets annually in conjunction with AACJC's national convention.

### National Council for Learning Resources

The National Council for Learning Resources represents the interests of library and media services professionals in community, technical and junior colleges in their efforts to support teaching and learning. The goals of the council are to provide a national forum for members, offer advice and counsel to AACJC concerning matters related to learning

resources issues and policies and imbue the image of the profession. The council was established in 1990.

### National Council for Marketing and Public Relations

The National Council for Marketing and Public Relations (NCMPR) is comprised of specialists in community college public relations in the U.S. and Canada. It was originally the National Council for Community Relations founded in 1974, and its members work in media relations, editing and publications, coordination of campus and community events, high school/college relations, consumer information, and alumni and governmental relations. This council provides special services for people who share the tasks of marketing the college and communicating with its many publics.

### National Council for Occupational Education

The National Council for Occupational Education (NCOE) is concerned with issues, trends and legislation related to postsecondary occupational education, human resource development and the creation of technical training programs to reduce manpower shortages. NCOE represents college presidents, deans, department heads, and faculty, as well as individuals from business, organized labor, the military and government. It sponsors two national professional development meetings yearly, publishes occasional monographs and a quarterly newsletter, distributes the *Journal of Studies in Technical Careers*, prepares legislation for consideration by Congress, and encourages members to publish and disseminate materials on occupational education in community colleges.

### National Council for Research and Planning

The National Council for Research and Planning (NCRP) provides a network for expression and exchange on matters of institutional management and advises AACJC on policy issues relating to research and information-based management. The council also serves as a national forum for planning, coordinating, and conducting activities that promote research and information-based decision making in postsecondary, community-based institutions. NCRP products include the *Community College Journal for Research and Planning*, focusing on institutional management; *Parameters*, a newsletter; position papers on policy issues; and a yearly series of workshops and forums.

### National Council for Resource Development

The purpose of the National Council for Resource Development (NCRD) is to assist its members in the acquisition of financial resources needed to support the educational programs at their community institutions. To achieve this purpose, the council provides its members with: assistance and information to encourage higher levels of financial support from both public and private sectors; a vehicle for cooperation and communication in addressing issues and problems in the area of resource development; and programs and activities designed to enhance skills of resource development professionals in community institutions.

### National Council for Staff, Program and Organizational Development

The mission of the National Council for Staff, Program and Organizational Development (NCSPOD) is to promote staff and organizational development in community colleges. NCSPOD offers a broad range of services and opportunities to its members, including the *Network* newsletter, a yearly conference and regional skill-building workshops, research and data dissemination and a human resources referral directory. The council is dedicated to

developing innovative, effective approaches to staff, program and organizational development; maintaining communication among organizations concerned with such efforts; fostering research and evaluation in the field; and generating means for self development of persons interested in staff, program and organizational development.

### National Council of Community College Business Officials

The National Council of Community College Business Officials (NCCCBO) is the only organization whose efforts and resources are dedicated exclusively to the advancement of the interests of business officials in the nation's community, technical and junior colleges. NCCCBO represents administrators in the broad area of finance and administrative support services. Membership services include *The Bottom Line*, a bi-annual newsletter focusing on current issues of national concern; *The Charter of Accounts*, a timely periodic update of events and activities; reduced rates for the AACJC *Community, Technical and Junior College Journal*; and two professional development programs: a national fall conference, and the annual meeting held in conjunction with the AACJC convention each spring. The council contributes to the overall mission of the association by advancing excellence through effective business management.

### National Council of Instructional Administrators

The National Council of Instructional Administrators (NCIA) consists of those administrators who make policy decisions affecting instructional programs in community colleges. Through national, regional and state activities, NCIA sponsors a variety of meetings, conferences and workshops on instructional matters. Each year the council focuses on a different issue of interest to its members and this issue becomes the focus for an NCIA forum at the AACJC annual convention. A quarterly newsletter and yearly proceedings are published by the council.

### National Council of State Directors of Community/Junior Colleges

Organized in 1969, the National Council of State Directors of Community/Junior Colleges (NCSDCJC) is composed of state directors from the various states. Council purposes include fostering the development of systems of community, technical and junior colleges in the states; providing a forum for exchange of information about trends and problems; seeking ways to improve the competencies of state agencies; and promoting coordination among the states in federal matters, including legislation. The council has three standing committees: Legislative; Research and Data; and Issues, Trends and Projects.

### National Council of Universities and Colleges

The purpose of the National Council of Universities and Colleges (NCUC) is to promote peer relationships and stimulate publication and research among professors housed in college and university graduate schools. Members of the council are specialists in community, technical and junior college issues (often having substantial experience as community college educators) and regard service to the applied field as one of their major responsibilities. Since these individuals spend large portions of their time training personnel to function within community colleges, the council also sees itself as an instrument to support professional development in the field.

### National Council on Black American Affairs

In 1972, the National Council on Black American Affairs (NCBAA) was established to provide a national body through which faculty, students, administrators and nonteaching personnel could affiliate to foster more effective education and employment of Black people. NCBAA, working through its four regions, focuses on matters involving curricula, human resource development, data collection, information dissemination, and problems in education that confront Black people. Council priorities are: (1) professional development of Black leadership within colleges; (2) expansion of supportive services for low-income students; and (3) implementation of effective affirmative action programs.

### National Council on Community Services and Continuing Education

The National Council on Community Services and Continuing Education (NCCSCE) is committed to providing national leadership to the field of community services, continuing education and lifelong learning in community, technical and junior colleges. NCCSCE services include quarterly issues of a professional journal, *The Community Services Catalyst*; newsletters to update members on council activities and events; working papers detailing exemplary programming in the field; a national community services directory; and sponsorship of national and regional conferences. A national conference is held each October. National and regional "Person of the Year" awards are presented by the Council at the AACJC annual meeting.

### National Council on Student Development

The National Council on Student Development (NCSD) is an organization of student development/student services educators. It provides an avenue for members to express their views on current concerns and to advise AACJC and other groups on matters relating to student development in community, technical and junior colleges. In addition to serving as an advisory body and general voice for student development, NCSD promotes student services staff and program development through seminars and workshops, and collects and disseminates information on trends in the student development field.

# Appendix C

## University-Based Higher Education Programs for Community, Technical and Junior College Professionals

Arizona State University
Columbia University
Florida State University
George Mason University
Harvard University
Michigan State University
North Carolina State University
Oregon State University
Pennsylvania State University
Pepperdine University
Southern Illinois University at Carbondale
Texas Tech University
University of Alberta, Canada
University of Arkansas
University of California Berkeley
University of California, Los Angeles
University of Florida
University of Houston
University of Iowa
University of Kansas
University of Maryland, College Park
University of Massachusetts, Amherst
University of Miami
The University of Michigan
University of North Texas
University of Oregon
The University of Texas at Austin
The University of Toledo
Virginia Tech University
Western Carolina University

**University-Based Higher Education Programs for Community, Technical and Junior College Professionals**

The following information was received in response to a survey questionnaire sent to higher education program directors and members of the AACJC College and University Council (CUC). Several university programs have not been included because information was not available at the time of publication. Although not complete, this information may be valuable to many readers.

1. Arizona State University, College of Education
   Higher Education Program
   Tempe, AZ 85287-2411
   (602) 965-5327
   Primary Faculty:
   Robert Fenske, Program Coordinator, Professor
   Quentin Bogart, Associate Professor
   Alfredo de los Santos, Professor (Adjunct)
   Raymond Padilla, Associate Professor
   Richard Richardson, Professor
   Programs:
   M.Ed., Ed.D. in Higher Education Administration
   Graduate Students/Community College Career Orientation: c.50

2. Columbia University, Teachers College
   Department of Higher and Adult Education
   525 W. 12th St.
   New York, NY 10027
   (212) 678-3750
   Primary Faculty:
   Thomas A. Leemon, Professor
   Stephen Brookfield, Professor of Adult Education
   Lee Knefelkamp, Professor of Higher Education
   Victoria Marsick, Associate Professor of Adult Education
   Jack Mezirow, Professor of Adult Education
   Sharon McDade, Assistant Professor of Higher Education
   Dawn Person, Assistant Professor of Higher Education
   Programs:
   Higher Education Administration: M.A., M.Ed., Ed.D.
   College Teaching and Academic Leadership: Ed.D.
   Student Personnel Administration: M.A., M.Ed., Ed.D.
   Adult Education: M.A., Ed.D.
   Graduate Students/Community College Career Orientation: c.60
   Special Programs/Institutes:
   Working with the Part-time Professoriate, Revitalizing Academic Advising Programs, Student Development Theory and the New Majority, Developing Critical Thinking, Facilitating Adult Learning.

3. Florida State University
   Department of Educational Leadership, Higher Education Program
   Tallahassee, FL 32306
   (904) 644-6405 FAX: (904) 644-6377
   Primary Faculty:
   Joseph C. Beckham, Professor, Department Chair
   Jack Waggaman, Associate Professor, Higher Education Program Coordinator
   Anita J. Harrow, Associate Professor
   Allan Tucker, Professor, Higher Education, Director, FSU Institute for Academic Leadership

Programs:

M.S., M.A. in student personnel or general administration
Ed.S., Ed.D., Ph.D. in Higher Education and Educational Administration/Leadership

Graduate Students/Community College Career Orientation: c.60

Special Programs/Institutes:

Celebrating Leadership for the 21st Century (conference)
State and Regional Higher Education (policy studies)
Southeastern Community College Leadership Program, a joint cooperative program between FSU and University of Florida

4. George Mason University

Center for Community College Education
221 Thompson Hall
Fairfax, VA 22030-4444
(703) 764-6118

Primary Faculty:

Vacant, Center Director, Professor of Higher Education
Jim Palmer, Associate Director, Assistant Professor of Higher Education

Programs:

Doctor of Arts in Community College Education for current or prospective community college faculty.

Graduate Students/Community College Career Orientation: 62

5. Harvard University (see information on page 57 regarding Harvard University Management Institutes)

6. Michigan State University (see information on page 55 regarding Community College Consortium)

7. North Carolina State University

ACCLAIM-Academy for Community College Leadership Advancement, Innovation and Modeling
Department of Adult and Community College Education
NCSU, Box 7801
Raleigh, NC 27695-7801
(919) 515-6295 FAX: (919) 515-6305

Primary Faculty:

Edgar J. Boone, Professor and Director, ACCLAIM
William Harvey, Associate Professor
Ronald W. Shearon, Professor
Terrence Tollefson, Associate Professor
James Valadez, Assistant Professor
*7 positions are in the process of being filled including a distinguished chair.

Programs:

Ed.D., M.S., M.Ed. Community College Leadership (with focus on community-based programming)

Graduate Students/Community College Career Orientation: 160

Special Programs/Institutes:

Department conducts annual two-week Community College Leadership Institute in conjunction with the North Carolina Department of Community Colleges featuring prominent resource speakers. It also sponsors eight forums on Critical Issues in Community College Education featuring distinguished national leaders in higher education.

(New) The Academy for Community College Leadership Advancement, Innovation and Modeling (ACCLAIM) is funded by the W.K. Kellogg Foundation ($6.1 million) with assistance from NCSU and the Maryland, North Carolina, South Carolina and Virginia Community College systems. ACCLAIM will provide comprehensive continuing education programs for presidents, administrators, trustees and other administrators in 114 community colleges in the four-state region and an interdisciplinary community-based programing doctoral program that includes 12 ($18,000) scholarships, an information product development and dissemination program and a faculty enrichment and renewal program for the community college professoriat.

8. Oregon State University, College of Education
   Western Center for Community College Education
   Corvallis, OR 97331
   (503) 737-4661 FAX: (503) 737-2040

   Primary Faculty:

   Dale Parnell, Professor of Education and Director

   Programs:

   M.A., Ed.M., Ed.D., Ph.D. Higher Education Leadership for faculty and administrators

9. Pennsylvania State University
   Higher Education Program
   403 South Allen Street, Suite 115
   University Park, PA 16801-5202
   (814) 863-2690

   Primary Faculty:

   Estela Bensimon, Assistant Professor of Education
   James Fairweather, Associate Professor of Education
   Roger L. Geiger, Professor of Education
   Robert M. Hendrickson, Professor of Education
   James Ratcliff, Professor of Education
   Patrick Terenzini, Professor of Education
   William Tierney, Associate Professor of Education

   Programs:

   Ed.M., Ed.D., Ph.D.

   Graduate Students/Community College Career Orientation: c.10

10. Pepperdine University, Graduate School of Education and Psychology
    Community College Leadership Program
    400 Corporate Pointe
    Culver City, CA 90230
    (213) 568-5642, FAX: (213) 568-5727
    Primary Faculty:
    Erv Harlacher, Professor of Higher Education
    Programs:
    Ed.D. in Instructional Management
    Graduate Students/Community College Career Orientation: 30

11. Southern Illinois University at Carbondale
    Graduate Program in Higher Education
    Department of Education Administration and Higher Education
    Carbondale, IL 62901
    (618) 536-4434
    Primary Faculty:
    Marybelle C. Keim, Associate Professor and Coordinator, Community College Teaching Program
    Programs:
    M.S. in Ed. (Community/Junior College Teaching Emphasis)
    Ph.D. with concentration in higher education (either a community college administration or teaching emphasis)
    Graduate Students/Community College Career Orientation: 35

12. Texas Tech University, College of Education
    Higher Education Program
    Box 4560
    Lubbock, TX 79409-1071
    (806) 742-2393 FAX: (806) 742-2179
    Primary Faculty:
    Al Smith, Coordinator, Professor of Higher Education
    Clyde Kelsey, Professor of Higher Education
    Oliver Hensley, Professor of Higher Education
    Programs:
    Ed.D. program in Higher Education
    Graduate Students/Community College Career Orientation: c.45
    Special Programs/Institutes:
    Annual National Conference on Successful College Administration and teaching, frequently in Orlando area.

13. University of Alberta, Canada
    Adult and Higher Education Program
    633 Education S. Edmonton, AB T6G 2G5
    (403) 492-3678 FAX: (403) 492-0236
    Primary Faculty:
    A.G. Konrad, Chair and Professor
    P.A. Brook, Assistant Professor
    D.J. Collett, Professor

A.K. Deane, Associate Professor
J. M. Small, Professor

Programs:
M.Ed. in Adult and Higher Education
Ph.D. in Adult and Higher Education (Administration)

Graduate Students/Community College Career Orientation: 25

Special Programs/Institutes:
Postsecondary International Network, Association of Canadian Community Colleges.

14. University of Arkansas
Higher Education Leadership
251 Graduate Education Building
Fayetteville, AR 72701
(501) 575-2207 FAX: (501) 575-4681

Primary Faculty:
James O. Hammons, Professor and Coordinator
Lyle Gohn, Associate Professor
Suanne Gordon, Associate Professor
James Van Patten, Professor

Programs:
Ed.D. Ed.S. College Administration and College Teaching

Graduate Students/Community College Career Orientation: 20

15. University of California Berkeley
Program in Higher Education
3531 Tolman Hall, School of Education, Berkeley, CA 94720
(415) 642-0709 FAX: (415) 643-6239

Primary Faculty:
K. Patricia Cross, Professor
W. Norton Grubb, Professor
Thomas W. Fryer, Jr., Chancellor, Foothill/De Anza College (adjunct)

Programs:
Ed.D. Higher Education Administration
Ph.D. Policy Studies

Graduate Students/Community College Career Orientation: 20

Special Programs/Institutes:
Faculty Development Institute (classroom Research and Assessment)

16. University of California, Los Angeles
Division Higher Education and Work
Graduate School of Education
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 206-6917

Primary Faculty:
Leslie Koltai, Professor, Director Community College Studies Program
Arthur M. Cohen, Professor, Director ERIC Clearinghouse
Alexander Astin, Professor, Director HERI

Helen S. Astin, Professor
James W. Trent, Professor
Wellford Wilms, Professor

Programs:

M.A., Ed.D., Ph.D. in Higher Education and Community College Administration

Graduate Students/Community College Career Orientation: 30

Special Programs:

Community College Studies Program
Research Assistant and Internship Program in Community College Administration
Center for the Study of Community Colleges
Models of Decision Making in the California Community Colleges Conference

Other Resources:

ERIC Clearinghouse for Junior Colleges
Higher Education Research Institute (HERI)

17. University of Florida, College of Education
Higher Education - Department of Educational Leadership
Gainesville, FL 32611
(904) 392-0745 FAX: (904) 392-7159

Primary Faculty:

James L. Wattenbarger, Distinguished Service Professor and Director, Institute of Higher Education
George B. Vaughn, Professor
Barbara Keener, Dean and Assistant Professor
John Nickens, Professor
Art Sandeen, V.P. and Professor

Programs:

Ed.S., Ed.D., Ph.D., Higher Education Administration

Graduate Students/Community College Career Orientation: over 50

Special Programs/Institutes:

Annual Spring Conference on Successful College Teaching and Administration

18. University of Houston
Higher Education Program
Department of Educational Leadership and Cultural Studies
Houston, TX 77204-5874
(713) 749-7281 FAX: (713) 749-1119

Primary Faculty:

Barton Ritterrscher, Associate Professor and Program Coordinator
Louis C. Attinasi, Jr., Assistant Professor

Programs:

Ed.M., Ed.D. Higher Education

Graduate Students/Community College Career Orientation: 75

19. University of Iowa, College of Education
    Higher Education: Community College Concentration
    N491B Linquist Center
    Iowa City, IA 52242
    (319) 335-5392
    Primary Faculty:
    Duane Anderson, Associate Professor, Director, Office of Community College Affairs
    Chet Rzonca, Associate Professor
    Joyce Brandt, Adjunct Lecturer
    Jane Muhl, Adjunct Lecturer
    Programs:
    M.A., Ed.S., Ph.D. Community College Administration, M.A., Ed.S. Community College Teaching
    Graduate Students/Community College Career Orientation: c.60
    Special Programs/Institutes:
    Administrative Dimensions, Fall, 4 days
    Great Teachers Workshop, Spring, 4-5 days

20. University of Kansas
    Higher Education Administration
    One Bailey Hall
    Lawrence, KS 66044
    (913) 864-4432
    Primary Faculty:
    Susan Twombly, Assistant Professor, Program Coordinator
    Marilyn J. Arney, Assistant Professor
    Jerry D. Bailey (half time), Associate Professor
    Jerry E. Hutchinson (half time), Associate Professor
    Programs:
    M.S. in Ed., Ed.D., Ph.D. in Higher Education
    Graduate Students/Community College Career Orientation: c.20
    Special Programs:
    Kansas Association of Community Colleges Conference

21. University of Maryland, College Park
    Higher Education Program, Department of Education Policy, Planning and Administration
    College Park, MD 20742
    (301) 405-3574
    Primary Faculty:
    Robert Berdahl, Professor, Higher Education
    Richard Chait, Professor, Higher Education
    Robert Birnbaum, Professor, Higher Education
    Robert Carbone, Professor, Higher Education
    Monique Claque, Professor, Higher Education
    Frank Schmidtlein, Associate Professor, Higher Education
    Programs:
    Ed.D. and Ph.D. in Higher Education

Graduate Students/Community College Career Orientation: 15-20
Special Programs:
National Center for Postsecondary Governance and Finance, 1985-1990
Planning cooperative activities with George Mason University.

22. University of Massachusetts, Amherst, School of Education
Higher Education Concentration, Educational Policy and Administration Program
Amherst, MA 01003
(413) 545-0871
Primary Faculty:
Charles Adams, Director, Higher Education
Patricia Crosson, Professor, Deputy Provost
Johnstone Campbell, Lecturer
Kevin Grennan, Lecturer
Programs:
Ed.M., Ed.D. in Student Affairs, Higher Education Administration and teaching.
Graduate Students/Community College Career Orientation: c.40
Special Programs:
Annual Conference on issues facing community colleges
Summer Institute for Community Colleges

23. University of Miami
Community College Leadership
P.O. Box 248065
University of Miami
Coral Gables, FL 33124
Primary Faculty:
William Deegan, Professor, Chairman, Department of Education and Psychology Studies
Harlan Bloland
Gilbert Cuevas
Programs:
Ed.D., Ph.D. in teaching and learning or college management
Graduate Students/Community College Career Orientation: 56
Special Programs:
University of Miami/Miami-Dade Community College programs, four components: doctoral program, contract courses, college teaching, multiplier effect.

24. The University of Michigan
Program in Higher Education and Adult Continuing Education
2007 School of Education Building
Ann Arbor, MI 48109
(313) 764-9472 FAX: (313) 764-2510
Primary Faculty:
Richard L. Alfred, Professor
Murray Jackson, Professor

Gundar Myran, Adjunct Professor
Programs: M.A., Ed.D., Ph.D. in Higher Education
Graduate Students/Community College Career Orientation: c.50
Special Programs:
Community College Consortium
(See more complete information on page 55.)

25. University of North Texas
Department of Higher Education, College of Education
Denton, TX 76203
Primary Faculty:
W. A. Miller, Chair, Professor of Higher Education
John Eddy, Professor of Higher Education
Duane Kingery, Professor of Higher Education
Barry Lumsden, Professor of Higher Education
Ron Newsom, Professor of Higher Education
Howard Smith, Professor of Higher Education
Programs:
Ph.D. in Community College Teaching and Higher Education Administration
Graduate Students/Community College Career Orientation: 75-100
Special Programs/Institutes:
North Texas Community/Junior College Consortium Fall Conference
*Community/Junior College Quarterly of Research and Practice*

26. University of Oregon, College of Education
Division of Educational Policy and Management
Community College and Higher Education Area
Eugene, OR 97403
(503) 346-5171 FAX: (503) 346-5174
Primary Faculty:
Jerry Bogen, Associate Dean of Division, Professor
Diane Dunlap, Assistant Professor, Higher Education
C. H. Edson, Associate Professor, Educational History
Ken Kempner, Assistant Professor, Higher Education and Research
Richard Schmuck, Professor, Organizational Behavior
Programs:
M.S., Ed.D., Ph.D. in Policy, Foundations, Education Administration, Higher Education, Community Colleges, International and Comparative Education
Graduate Students/Community College Career Orientation: c.150
Special Programs:
Executive Leadership Institute, DEPM

27. The University of Texas at Austin
Community College Leadership Program
EDB 348, Austin, TX 78712-1293
(512) 471-7545 FAX: (512) 471-9426
Primary Faculty:
John E. Roueche, Professor and Director, Sid W. Richardson

Regents Chair
Dan Angel, President, Austin Community College
George A. Baker, III, Professor
Dale Campbell, Assistant Commissioner for Community Colleges and Technical Institutes, Higher Education Coordinating Board
Edmund J. Gleazer, Jr., Distinguished Visiting Professor
Manuel J. Justiz, Dean, College of Education
William Moore, Jr., Professor, A.M. Aiken, Jr., Regents Chair
Terry O'Banion, Executive Director, League for Innovation
Donald T. Rippey, W. K. Kellogg, Regents Professor
Suanne Roueche, Senior Lecturer and Director, NISOD

Programs:
Ed.D., Ph.D. in Educational Administration

Graduate Students/Community College Career Orientation: c.35

Special Programs/Institutes:
National Institute for Staff and Organizational Development: NISOD
(See page 32 for a more complete description.)

28. The University of Toledo
Program in Higher Education, College of Education and Allied Professions
2801 West Bancroft Street, Toledo, OH 43606
(419) 537-4464/4112 FAX: (419) 537-7719

Primary Faculty:
Elizabeth M. Hawthorne, Associate Professor, Director, J. H. Russel Center for Education Leadership; Program Coordinator
C. Jack Maynard, Associate Professor and Associate Dean
Richard R. Perry, Professor Emeritus
Richard E. White, Professor Emeritus

Programs:
Ed.M., Ed.D., Ph.D. in Higher Education

Graduate Students/Community College Career Orientation: c.30

Special Programs/Institutes:
Community College Consortium (see page 55)

29. Virginia Tech University
Community College Program Area
Blacksburg, VA 24061-0313
(703) 231-9717 FAX: (703) 231-3717

Primary Faculty:
Darrel Clowes, Associate Professor
Don Creamer, Professor
Jim Hoerner, Associate Professor
Sam Morgan, Associate Professor (Program Head)
Dan Vogler, Associate Professor

Programs:
Ed.D. in Community College Education

Graduate Students/Community College Career Orientation: c.25

Special Programs/Institutes:
Annual Community College Conference
National Council for Research in Vocational Education Conference

30. Western Carolina University
Two-year College Administration
Cullowhee, NC 28723
(704) 227-7151
Primary Faculty:
Lawrence H. Arney, Associate Professor of Higher Education
Charles M. Ambrose, Assistant Professor of Higher Education
Programs:
M.A. in Ed., Ed.S. in Two-year College
Graduate Students/Community College Career Orientation: 24

# Appendix D

**Survey Questionnaire Forms Utilized in This Study**

The following three survey questionnaires provided the basis for much of the information in this monograph.

Survey Questionnaire I was sent to 139 community, technical and junior college leaders. Sixty-nine responses (50 percent) were returned.

Survey Questionnaire II was sent to 32 national leadership/service organizations. Twenty-eight responses (90 percent) were received.

Survey Questionnaire III was sent to approximately 45 university-based higher education programs. Twenty-nine responses (66 percent) were obtained.

## Survey Questionnaire I

A Survey Questionnaire
Community College National Leadership/Service Organizations
sponsored by
Frederick Community College, Frederick, MD 21702

It is requested that this survey questionnaire be completed by the person to whom it has been addressed. Completing this survey questionnaire should take approximately 25 minutes when all the data is available.

Please respond from a user's perspective. The key questions this survey endeavors to address are:

- With what national leadership/service organizations has your institution affiliated?
- How has your institution utilized their programs and services?
- How would you evaluate their value to your institution?

The development of this survey questionnaire has benefitted from the advice of the following professionals:

- Don Doucette, League for Innovation in the Community College
- Terry O'Banion, League for Innovation in the Community College
- Connie Odems, American Association of Community and Junior Colleges
- John Roueche, Community College Leadership Program, University of Texas
- Suanne Roueche, National Institute for Staff and Organizational Development
- David Viar, Association of Community College Trustees
- Matthew Kelly, Frederick Community College
- Jon Larson, Frederick Community College
- Richard Yankosky, Frederick Community College

Many thanks for your cooperation!

Please complete by August 10, 1990
and return to:
Lee John Betts, President
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

NOTE: A stamped return-addressed envelope has been enclosed.



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Survey on Community College National Leadership/Service Organizations

Directions: Please respond to each survey item from the perspective of your institution's involvement with national leadership/service organizations and your perceived value of this involvement.

1. Significant Leadership and Program Services. List below those national organizations which have provided significant leadership to the community college movement and valuable programs and services to your college or institution during recent years. (Please review the list of national leadership organizations on page two. You are not restricted to these organizations.)

   NOTE: Several national leadership/service organizations have satellite organizations offering significant programs and services, such as the AACJC Councils. An opportunity is provided in item 7, page 7, for you to indicate your institution's involvement in AACJC Councils, Consortia and Commissions.

   o In the column to the right below, rank order the organizations you list by the significance of their leadership/service to your college. (1=most significant leadership.)

| Name of Organization | Rank Order Significance |
|---|---|
| A. _____ | _____ |
| B. _____ | _____ |
| C. _____ | _____ |
| D. _____ | _____ |
| E. _____ | _____ |
| F. _____ | _____ |
| G. _____ | _____ |
| H. _____ | _____ |
| I. _____ | _____ |
| J. _____ | _____ |

   o Now, circle the letter (A., B., C., etc.) in question 1 above, preceding any organization(s) you have listed above with which your institution had no known involvement 10 years ago.

   o If there are additional national leadership/service organizations with which your institution has been involved recently, please list them on the back of this page.

Community College National Leadership/Service Organizations
(A Sampling)

The following is a listing of some national leadership/service organizations providing services to community, technical and junior colleges. For questions one through four you may select from this listing, but you are not restricted to these organizations. Abbreviations in parentheses may be used to identify organizations in questions that follow. You may wish to use this page as a worksheet for developing your list for survey item number one (1).

- American Association of Community and Junior Colleges (AACJC)
- AACJC Councils/Consortia (see listing under item 6)
- Association of Community College Trustees (ACCT)
- American Council on Education (ACE)
- American Vocational Association (AVA)
- American College Testing Program (ACT)
- Council for the Advancement and Support for Education (CASE)
- College Board (CEEB)
- COMBASE
- Community Colleges for International Development (CCID)
- Community College Leadership Programs *
  - U.C. Berkley (CCLP-UC/B)
  - U. Florida (CCLP-UFL)
  - Florida State (CCLP-FSU)
  - U. Michigan (CCLP-UM)
  - U. Texas (CCLP-UT)
  - Virginia Tech (CCLP-VPI)
- ERIC Clearinghouse for Community Colleges (ERIC/UCLA)
- Education Commission of the States (ECS)
- Harvard Management Institutes (Harvard)
- International/Intercultural Consortium (I/IC)
- Instructional Telecommunications Consortium (ITC)
- League for Innovation in the Community College (League)
- National Coalition of Advanced Technologies (ATC)
- National Effective Transfer Consortium (NETC)
- National Institute for Staff and Organizational Development at U. of Texas (NISOD)
- Phi Theta Kappa (PTK)
- The President's Academy (Academy)

Consider also:

- Regional Accrediting Organizations
- National Centers for Higher Education
- Other ERIC Centers
- State Associations of Community Colleges
- Area specific organizations such as
  AACRAO, APPA, AIR, CUPA, NACUBO, NASPA

Other NL/SO's with which your institution is affiliated:

- o _____
- o _____
- o _____
- o _____

* This list is illustrative. Many other strong CCLP programs serve our colleges. If you wish to identify another university program, write: CCLP - (name of univ.)

Note: The next three (3) questions should be answered for each of your top four ranked organizations only.

2. Institutional Participation. How has your institution participated in the four top ranked organizations you listed in question one (1)? Check all those activities and services in which your college has participated in recent years which were sponsored by your four top ranked national leadership organizations.

| Organizations (top ranked) | (second ranked) | (third ranked) | (fourth ranked) |
|---|---|---|---|
| Insert organization name or abbreviation* from question 1. | | | |
| **Activities/Services** | | | |
| A. Annual Conf./ Conventions | | | |
| B. Regional/Special Meetings/Wksp. | | | |
| C. Publications | | | |
| D. Telecommunications activities | | | |
| E. Research Activities | | | |
| F. Federal Relations Services/ Programs | | | |
| G. Graduate/Other Training | | | |
| Other Programs/Services (please specify) | | | |
| H. _____ | | | |
| I. _____ | | | |
| J. _____ | | | |
| K. _____ | | | |

* For instance, if one of your top ranked organizations is the American Council on Education, you may write: ACE.

3. Perceived Value of Organization. Based on your institution's recent involvement with your four top ranked organizations indicate your assessment of the various organizational characteristics listed below by circling the most appropriate number to the right of each organizational characteristic.

Organization 1 (top ranked) _____
write organization name or abbreviation above

| Organizational Characteristics | circle appropriate number below | | | | | |
|---|---|---|---|---|---|---|
| | very high | high | moderate | low | very low | not applicable |
| A. Vision and vitality | 5 | 4 | 3 | 2 | 1 | 0 |
| B. National profile & influence | 5 | 4 | 3 | 2 | 1 | 0 |
| C. Scope/extent of programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| D. Value of conferences/workshops | 5 | 4 | 3 | 2 | 1 | 0 |
| E. Value of publications | 5 | 4 | 3 | 2 | 1 | 0 |
| F. Value of other programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| G. Overall value of organization to your institution | 5 | 4 | 3 | 2 | 1 | 0 |

Organization 2 (second ranked) _____
write organization name or abbreviation above

| Organizational Characteristics | circle appropriate number below | | | | | |
|---|---|---|---|---|---|---|
| | very high | high | moderate | low | very low | not applicable |
| A. Vision and vitality | 5 | 4 | 3 | 2 | 1 | 0 |
| B. National profile & influence | 5 | 4 | 3 | 2 | 1 | 0 |
| C. Scope/extent of programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| D. Value of conferences/workshops | 5 | 4 | 3 | 2 | 1 | 0 |
| E. Value of publications | 5 | 4 | 3 | 2 | 1 | 0 |
| F. Value of other programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| G. Overall value of organization to your institution | 5 | 4 | 3 | 2 | 1 | 0 |

Organization 3 (third ranked) _____

write organization name or abbreviation above

| Organizational Characteristics | circle appropriate number below | | | | | |
|---|---|---|---|---|---|---|
| | very high | high | moderate | low | very low | not applicable |
| A. Vision and vitality | 5 | 4 | 3 | 2 | 1 | 0 |
| B. National profile & influence | 5 | 4 | 3 | 2 | 1 | 0 |
| C. Scope/extent of programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| D. Value of conferences/workshops | 5 | 4 | 3 | 2 | 1 | 0 |
| E. Value of publications | 5 | 4 | 3 | 2 | 1 | 0 |
| F. Value of other programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| G. Overall value of organization to your institution | 5 | 4 | 3 | 2 | 1 | 0 |

Organization 4 (fourth ranked) _____

write organization name or abbreviation above

| Organizational Characteristics | circle appropriate number below | | | | | |
|---|---|---|---|---|---|---|
| | very high | high | moderate | low | very low | not applicable |
| A. Vision and vitality | 5 | 4 | 3 | 2 | 1 | 0 |
| B. National profile & influence | 5 | 4 | 3 | 2 | 1 | 0 |
| C. Scope/extent of programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| D. Value of conferences/workshops | 5 | 4 | 3 | 2 | 1 | 0 |
| E. Value of publications | 5 | 4 | 3 | 2 | 1 | 0 |
| F. Value of other programs/services | 5 | 4 | 3 | 2 | 1 | 0 |
| G. Overall Value of Organization to Your Institution | 5 | 4 | 3 | 2 | 1 | 0 |

4. Change in Institutional Involvement. Indicate the level of your institution's participation in your four top ranked national leadership/service organizations in 1990 compared with 1980.

| | much greater in 1990 | greater in 1990 | about same | less in 1990 | much less in 1990 |
|---|---|---|---|---|---|
| o ORGANIZATION 1 (top ranked). Name: _____ | 5 | 4 | 3 | 2 | 1 |
| o ORGANIZATION 2 (2nd ranked). Name: _____ | 5 | 4 | 3 | 2 | 1 |
| o ORGANIZATION 3 (3rd ranked). Name: _____ | 5 | 4 | 3 | 2 | 1 |
| o ORGANIZATION 4 (4th ranked). Name: _____ | 5 | 4 | 3 | 2 | 1 |

5. Overall Value. In general, how would you rate the value to your institution of all national leadership/service organizations with which your institution has affiliated? (circle one)

| very significant value | significant value | moderate value | occasional value | little value | no value |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

6. Affiliation with Defunct Organizations. During the seventies there were several national leadership/service organizations (such as the ACCTion Consortium and GT-70) which are no longer in existence. List below any of these defunct organizations with which your college was affiliated.

o _____ o _____

o _____ o _____



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7. AACJC Council Involvement. All AACJC Councils and Consortia are listed below. Circle the letters to the left of all councils with which your institution has had active affiliation in recent years.

A. American Association of Women in Community & Junior Colleges (AAWCJC)

B. Community College Humanities Association (CCHA)

C. Council of Two-Year Colleges of Four-Year Institutions (CTCFI)

D. National Community College Hispanic Council (NCCHC)

E. National Council on Black American Affairs (NCBAA)

F. National Council of Community College Business Officials (NCCCBO)

G. National Council for Marketing & Public Relations (NCMPR)

H. National Council on Community Services & Continuing Education (NCCSCE)

I. National Council of Instructional Administrators (NCIA)

J. National Council for Occupational Education (NCOE)

K. National Council for Research & Planning (NCRP)

L. National Council for Resource Development (NCRD)

M. National Council for Staff, Program & Organizational Development (NCSPOD)

N. National Council of State Directors of Community/Junior Colleges (NCSDCJC)

O. National Council on Student Development (NCSD)

P. Council of Universities and Colleges (CUC)

Q. International Intercultural Consortium (IIC)

R. Instructional Telecommunications Consortium (ITC)

S. Consortium on Advanced Technology Centers (ATC)

T. Commission on Independent Colleges (CIC)

U. Commission on Small/Rural Community Colleges (CS/RCC)

V. Commission on Urban Community Colleges (CUCC)

W. Joint Commission on Federal Relations (JCFR)

8. Issues Needing Attention. With reference to community, junior or technical colleges,

   A. What major policy issues at the national level are not being adequately addressed or need greater emphasis or leadership?

      1. _____

      2. _____

      3. _____

      4. _____

   B. What major policy issues at the international level are not being adequately addressed or need greater emphasis or leadership?

      1. _____

      2. _____

      3. _____

      4. _____

9. Personal Role in National Organizations. List below those community college national leadership/service organizations with which you have had personal affiliation and any office or position you may have had with those organizations.

| Organizations | Position/Office |
|---|---|
| A. _____ | _____ |
| B. _____ | _____ |
| C. _____ | _____ |
| D. _____ | _____ |
| E. _____ | _____ |
| F. _____ | _____ |
| G. _____ | _____ |

Please indicate the state in which your institution is located: _____

If you desire to receive a summary copy of this study, and wish to be listed in a future publication as a contributor, sign below and provide the requested information.

Signature: _____

Name: _____ Title: _____

College: _____

Address: _____

_____ Phone: (  ) _____

Thank you for the time you have invested in responding to this survey. Please return your completed survey document in the enclosed stamped addressed envelope as soon as possible.

Please complete by August 30, 1990
and return to:
Lee John Betts, President
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

# Survey Questionnaire II

Survey Questions for National Organizations Providing Leadership and Services to Community, Junior and Technical Colleges

1. _____
List Your Organization's Official Name

_____
Address

_____

( ) _____ _____
Telephone FAX

2. Key Staff (name) Title

o _____ _____

o _____ _____

o _____ _____

o _____ _____

o _____ _____

o _____ _____

Current Officers (name) Title

o _____ _____

o _____ _____

o _____ _____

o _____ _____

3. Date of Organization's Origin: _____

4. Membership/Affiliations: (Indicate total numbers of members for each category)

A. Current Membership

| all colleges/ universities | community, junior technical colleges | individuals | others | total |
|---|---|---|---|---|
| | | | | |

B. Membership in 1980 (Approximate figures may be used if actual data is lacking)

| all colleges/ universities | community, junior technical colleges | individuals | others | total |
|---|---|---|---|---|
| | | | | |

5. Staffing

   A. Current full-time staffing: professional: _____ other: _____

   B. Approximate full-time staffing 1980: professional: _____ other: _____

6. Budget

   A. Annual Budget (FY-91): _____.

   B. Annual Budget (FY-81): _____.

7. Constituencies

   Check primary college personnel served by your organization (check all that apply).

   _____presidents/CEOs _____board _____alumni

   _____other administrators _____students _____foundation

   _____faculty _____other: _____ (indicate above)

8. Programs/Activities/Services

   List major programs/activities/services your organization sponsors:

   o _____

   o _____

   o _____

   o _____

   o _____

9. Collaborative Efforts

   List major programs/services your organization is offering in collaboration with other organizations.

   | collaborative programs/services | collaborative organizations |
   |---|---|
   | o _____ | _____ |
   | o _____ | _____ |
   | o _____ | _____ |
   | o _____ | _____ |
   | o _____ | _____ |

10. Proposed Initiatives

List new program initiatives your organization is considering.

o _____

o _____

o _____

11. Other Changes

In what ways, other than indicated above, has your organization changed during the eighties?

o _____

o _____

o _____

12. Membership

Indicate how persons or institutions may affiliate with your organization, include membership/affiliation costs or fees.

We appreciate your cooperation in completing this survey. Please indicate with your signature below your willingness to allow us to publish and distribute this information to community, junior and technical college personnel.

| Signature | Printed/typed name | Position | Date |
|---|---|---|---|
| _____ | _____ | _____ | _____ |

Please complete by _____
and return to:
Lee John Betts, President
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

This study is being conducted by the President's Office, Frederick Frederick Community College, Frederick, MD. Questions may be directed to the above address.

NOTE: A stamped return-addressed envelope has been enclosed.

## Survey Questionnaire III

Survey Questionnaire for University Based Community College Leadership Programs

Note: Only representatives from universities and colleges which provide graduate educational programs designed to educate community college professionals, which have at least one full-time professor/ associate professor who teaches in this program, or which sponsor national or regional workshops, institutes, conferences or other formal activities designed for or having significant participation from community, technical or junior college professionals should respond to this questionnaire.

1. _____
   List your programs official name
   _____
   University/College
   _____
   Address
   (  ) _____ (  ) _____
   Telephone FAX

2. Primary Faculty/Staff (name) Title
   - o _____ _____
   - o _____ _____
   - o _____ _____
   - o _____ _____
   - o _____ _____

3. List graduate programs and degrees offered:
   _____
   _____
   _____

4. Approximate number of graduate students having a community college career orientation: _____.

5. List and describe briefly national or regional workshops, institutes, conferences or other formal activities involving significant (25%) participation by community, technical or junior college professionals.
   _____
   _____
   _____
   _____
   _____
   _____

6. **Additional related information:**

We appreciate your cooperation in completing this survey. Please indicate with your signature your willingness to allow us to publish and distribute this information.

| | |
|---|---|
| Signature | Printed/Typed Name |
| Position | Date |

Please complete by April 10, 1991
and return to:
Lee John Betts, President
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

# Appendix E

## List of Respondents to Survey Questionnaire I

A total of 69 persons responded to the Survey on Community College National Leadership/ Service Organizations (NL/SOs) described in Chapter II. The survey was sent to two different groups of people. The first group consisted of presidents at 62 randomly selected community, technical and junior colleges; 32 presidents from 24 states responded. Listed below are the names of 25 of the randomly selected presidents who indicated a willingness to be identified.

The second group consisted of 77 selected community, technical and junior college professionals and trustees who have served in leadership roles in various NL/SOs. On the following page is a list of 32 respondents (of a total of 37 respondents) who indicated a willingness to be identified.

### College Presidents

Robert C. Allen, President, Fayetteville Technical Community College, NC
Philip J. Anderson, President, Arrowhead Community College Region, MN
Paul A. Benke, President, Jamestown Community College, NY
Vincent DeSanctis, President, Warren County College, NJ
Patsy J. Fulton, President, Brookhaven College, TX
William A. Griffin, Jr., President, Allen County Community College, KS
Thomas E. Halaska, President, Middle Georgia College, GA
John N. Harms, President, Western Nebraska Community College, NE
Lyle A. Hellyer, President, Indian Hills Community College, IA
Ron Horvath, President, Jefferson Community College, KY
David Iha, Provost, Kauai Community College, HI
Milton O. Jones, President, Pasco-Hernando Community College, FL
Marvin E. Lane, President, Lamar Community College, CO
Barry L. Mellinger, President, Mississippi Gulf Coast Community College, MS
Judy M. Merritt, President, Jefferson State Community College, AL

Edward B. Moberly, President, Bainbridge College, GA
J. Reid Parrott, Jr., President, Nash Community College, NC
William N. Price, President, Butler County Community College, PA
Bob E. Riley, President, Howard College, TX
Piedad F. Robertson, President, Bunker Hill Community College, MA
Donald J. Slowinski, President, Essex Community College, MD
Patricia L. Wirth, Superintendent/President, Yuba College, CA
Frederick Woodward, President, SUNY-Morrisville, NY
Kenneth A. Yowell, President, Edison State Community College, OH
Gust Zogas, President, Reading Community College, PA

**Selected NL/SO Leaders**

Gerald W. Baird, Vice President, Johnson County Community College, KS
Trudy Bers, Director, Oakton Community College, MI
Walter G. Bumphus, Vice President, Howard Community College, MD
Michael E. Crawford, Chancellor, St. Louis Community College District, MO
J. Robert Curtis, Trustee, Madison Area Technical College, WI
Eileen Farley, President, Bristol Community College, MA
Edward C. Frederick, Chancellor, University of Minnesota, Waseca, MN
Thomas W. Fryer, Jr., Chancellor, Foothill-De Anza C.C. District, CA
Robert Gordon, President, Humber College, Ont., CANADA
Joseph N. Hankin, President, Westchester Community College, NY
Nancy Hubers, Trustee, Baltimore County Community Colleges, MD
Linda S. Johnson, Trustee, Shoreline Community College, WA
John Keyser, President, Clackamas Community College, OR
William J. Mann, Chancellor, Metropolitan Community College, MO
James T. Martin, Sr., President, Hawkeye Institute of Technology, IA
Joseph F. McDonald, President, Salish-Kootenai College, MT
B.E. Mendenhall, Jr., Trustee, Davidson County Community College, NC
Gunder A. Myran, President, Washtenaw Community College, MI
Bob F. Owen, President, Florida College, FL
David H. Ponitz, President, Sinclair Community College, OH
Sandra L. Ritter, Trustee, Oakland Community College, MI
Michael D. Saenz, President, Tarrant County, Northwest Campus, TX
Kent Sharples, President, Horry-Georgetown Community College, SC
Ruth G. Shaw, President, Central Piedmont Community College, NC
Bill F. Stewart, Chancellor, State Center Community College District, CA
Thomas K. Thomas, President, Illinois Central College, IL
Diane K. Troyer, Dean, El Paso Community College, TX
Lawrence W. Tyree, President, Santa Fe Community College, FL
Gordon E. Watts, Vice President, North Arkansas Community College, AR
Samuel L. Wiggins, Director, Hayward Community College, NC
Carolyn Williams, Vice Provost, Wayne County Community College, MI
Alice H. Young, Trustee (Chair), Monroe Community College, NY

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Energizing and Focusing the Movement provides readers with a rich variety of information about 88 national associations, councils and university programs which impact significantly the community, technical and junior college movement. It is designed to serve as a resource document for the nearly 200,000 people who govern, lead, manage, teach, and in many different ways, enhance and support these 1,200 colleges and their mission.

While serving as a valuable guidebook, it also provides testimonials and guidelines for choosing and using educational organizations to enrich college human resource development programs. Results are presented from a national survey describing how colleges utilize and value these organizations. Finally, the author explores implications of recent economic conditions on these organizations and emphasizes the need for greater collaboration among them. In times of financial restraints and uncertainties educational leaders who search for organizations who can best help them address human resource development needs will find this resource invaluable.

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